an intensive course in English

ENGLISH PRONUNCIATION

exercises in SOUND SEGMENTS INTONATION, AND RHYTHM

ENGLISH LANGUAGE INSTITUTE STAFF

Robert Lado and **Charles C. Fries**

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PREFACE

The Lessons in Pronunciation contained in this book are part of the 1953 revision of An Intensive Course in English for Latin-American Students by the English Language Institute of the University of Michigan. They incorporate the results of approximately 12 years of experience teaching English to some 5000 Latin-American students. In this teaching the measurement of the effectiveness of the materials and the methods was always the practical one of understanding the flow of speech in an English speaking community and of being easily understood in such a community. The very existence of the English Language Institute depended upon the success of the teaching in enabling native speakers of Spanish and Portuguese with little or no command of English to live in the United States and to study and investigate in our medical schools, clinics, graduate schools, and research centers. For the acquisition of a practical understanding and use of English only a limited time was available and only those materials and methods that proved themselves essential and efficient could be retained for this course. The 1953 revision represents thus the lesson materials that have survived this continuing critical process in the hands of a number of different teachers.

Basically the materials rest upon a descriptive analysis of the English sound system carefully compared and contrasted with the sound systems of Spanish and Portuguese.[1] For this basic work Professor Kenneth L. Pike is largely responsible. Some of these background materials have now been published in separate books such as, for example, his Intonation of American English, and his Phonemics. He has however, continued to contribute his criticism and suggestions in our struggle with the practical teaching problems of the Intensive Course. Many of the teachers who have dealt with our materials have given much to make them effective. The work of the English Language Institute has been a truly cooperative enterprise by a devoted and generous staff. Some names need special mention, Dr. Robert Lado - who also contributed the drawings, Gerald Dykstra, Lois McIntosh, Eunice Pike, Ethel Wallis, Charles Michalski, Robert Maston, Gloria Goldenberg - who has taken such a personal interest in the production of the book in its present format. But the chief burden of directing the teaching of pronunciation, of gathering and sifting and utilizing the experience of the staff, and of writing the lessons that appear here has been carried by Dr. Betty Wallace Robinett.

Charles C. Fries

[1] In these particular lessons the special features of Portuguese are not included.

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INTRODUCTION

Why teach pronunciation?

When a student of a foreign language who has had some instruction according to the usual methods first hears the spoken language he often fails to understand what has been said. He usually claims that the vocabulary of the utterance is too difficult for him. When a written text is placed before him he can, many times, interpret the same material correctly and react accordingly. It is not, then, only a lack of knowledge of vocabulary items which is causing the trouble. It is the inability of the student to recognize the sounds of the language.

For example, when a Spanish-speaking student learning English is confronted with a picture of a woman washing a baby and another in which the woman is watching a baby, he understands the difference in the two situations. But when he hears the English sentence The mother is watching the baby, he is often unable to decide which of the two actions is being described. Why? Because his decision usually depends upon the ability to differentiate between the final sounds of wash and watch, sounds which are extremely difficult for Latin-American students to distinguish because this contrast is not used in Spanish to distinguish meaning.

With the development of linguistic science has come the realization that the sounds of a language operate in a system. We must teach this sound system just as we teach the system of structure. Many words are distinguished solely by a difference of vowel sound as in peal, pill, pale, pal, pool, pull, pole, Paul. Likewise there are many words that are differentiated by a single consonant sound as in the series fin, pin, bin, tin, din, kin, sin, shin, thin. These contrasts in sound must be taught just as we teach the contrasting structures He's a doctor and Is he a doctor, pronounced with the same falling intonation.

The Phonemic Alphabet

In teaching English pronunciation we soon see that there is very little help that we can get from the spelling of the words. Through, cough, hiccough, though reveal four different pronunciations for the one spelling ough. On the other hand, need, read, believe, machine, receive, we, people, key, contain eight different spellings for the vowel sound in the word need. Thus we are soon aware that English is not well spelled, i.e., there is not a one-to-one correspondence between the sounds as they are uttered and the letter or symbol which appears in the written word. What does this mean to a student who is trying to learn English as a foreign language? At first many students try to pronounce the word as it is spelled. They often try to pronounce the c of muscles or the e in table. It is necessary, therefore, to have some consistent representation of the language so that the student can have a clearer understanding of the distinctive sounds which exist in the language.

It is from the realization that the sounds of a language can be systematically described and represented that the phonemic alphabet has developed. A phonemic alphabet is a systematic representation of the distinctive sound units as they are found in meaningful contrast with each other in the language. Thus [p] is contrasted with [b] as shown by such words as pin and bin; [t] contrasted with [d] in time and dime. This alphabet then contains one symbol for each significant sound, and each sound which produces a contrast in meaning is represented by a particular symbol. Therefore in the previously mentioned series of words fin, pin, bin, tin, din, kin, sin, shin, thin, each distinctive consonant sound is represented by a different symbol. It is this principle of contrast which is important in teaching the distinctive sounds within a language, and the use of a phonemic alphabet is

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valuable in teaching these sounds. The alphabet on p. vii which we call the "special alphabet," is a phonemic representation of the sounds of English. It symbolizes only those differences in sound which produce a contrast in meaning, and it contains only a few symbols which are different from the ordinary letters of the spelling alphabet.

It should be emphasized here that the alphabet is not an end in itself. It is only a means to an end. Through its use the teacher can help the student fix in his mind these minimal differences of sound. This does not mean that when the student sees the symbol [ɪ], for the vowel sound of fill for example, that he will immediately know how to pronounce that sound. From the symbol alone, it would be impossible to know what the sound is. The sounds must be taught as sounds, never as symbols. It only means that when the student sees that particular symbol he knows that the sound it represents is different from that represented by [i], which is the vowel sound of feel. The symbol thereby becomes a memory clue for the student and helps him to make the distinction between feel and fill.

It is also necessary to symbolize the significant intonation sequences which occur within the language. This symbolization helps the student remember the intonation of English which he hears orally in class.

The Introductory Lesson

The symbolization, in fact, has been found to be of such importance in the English Language Institute that the entire first day (four hours of class) in the Intensive Course is devoted to familiarizing the student with this symbolization so that the teachers may make maximum use of it throughout the course.

It was for this reason that the Introductory Lesson was devised. This lesson is divided into four parts, each part requiring about one hour of classroom practice. Part I is a general introduction to the phonemic alphabet and the intonation markings. Part II gives special attention to the symbols in the alphabet which are unfamiliar to the student. Part III is a series of drills on rhythm and intonation as represented by the intonation markings. Part IV attempts to give the student actual practice in using the symbolization in learning short conversations. It has been found that the use of this Introductory Lesson has materially improved the student's progress in learning the language.

Exercises for recognition and production of sounds

Teaching the pronunciation of a foreign language has often meant teaching the students merely to produce the sounds of the language. But pronunciation of a foreign language is a two-fold process. It involves aural receptivity or the recognition of sounds as well as the actual production of sounds. That is, a student is faced with the problem of recognizing the significant sounds in the language he is learning before he can learn to produce them. Exercises for recognition are a regular part of the pronunciation lessons of this textbook. These exercises consist of pairs of words with minimal sound differences. The use of such exercises facilitates the recognition of these contrasts in sound. Such minimal pairs as man, men or bad, bed can be used to enable the student to hear the two significant sounds in English which we symbolize as [æ] and [ɛ].

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A very simple drill for practicing the recognition of this and other distinctive differences can be made by arranging minimal pairs of words on the blackboard in columns thus:

1 [æ]	2 [ɛ]
[mæn]	[mɛn]
[læs]	[lɛs]
[læd]	[lɛd]
[pæn]	[pɛn]
[bæt]	[bɛt]
[sæt]	[sɛt]

The teacher pronounces pairs of words in order to make the student aware of the contrast.[1] When the teacher is certain that the students are beginning to hear these distinctions he can then have them actively participate in the exercise. As the teacher pronounces a word from these lists the student identifies it by giving the column number in which that word appears. This gives the student specific practice in recognizing the differences, a step which is necessary before he can produce the differences accurately.

The same type of exercise can be set up with sentences as well as words. Such a pair of sentences as The man built the house, The men built the house can be numbered and contrasted in the same way. These exercises can be varied by having a student go to the blackboard and point to the word or sentence instead of calling out the number as the teacher pronounces it. The students can also write down the number of the word or sentence as the teacher gives it.

Commencing in this way with aural perception or recognition of these distinctive contrasts the students are ready for oral production, the second part of the two-fold pronunciation process. The same exercises which were used for recognition can be used to teach production. The students can first pronounce in imitation of the teacher all of the words in one column and then those of the other. Secondly, the two sounds need to be contrasted by having the student pronounce a pair of words such as pan, pen to discover whether or not they can produce a clear distinction between the sounds. After the student has demonstrated his ability to make this contrast he can then select an isolated word from the lists, pronounce it, and have the teacher or another student identify it. This exercise can be carried on around the class as a series of production and recognition drills for each student, with one student pronouncing the word and his neighbor identifying it.

Another drill can be devised by having one student pronounce a word from the columns on the blackboard, and requiring the next student to pronounce the opposite word of the pair. This results in a recognition and production exercise for each student. These drills can be varied further by using the techniques described above for recognition exercises.

[1] Care must be taken to pronounce such contrasts with the same intonation on both words so that the sole difference between the words will be the sound under study.

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Aids to accurate production of sounds

There are in general three means of teaching specific sound segments: 1) by imitation, 2) by articulatory description, and 3) by comparison with the nearest sound in the student's native language.

Imitation of the teacher's pronunciation is the first step for the student, but imitation is usually not sufficient. Certain devices to illustrate the general position of the tongue in articulating sounds can help the students in attaining accuracy of pronunciation. Visual aids such as diagrams and charts provide a more vivid means of explanation. These diagrams seem to give the student a better grasp of the manner of production of these sounds than any number of descriptive paragraphs. The particular type of diagram which has been found helpful in teaching the pronunciation of English speech sounds is the simple face diagram. These will be found throughout the lessons.

Often by comparing and contrasting the English sound to the nearest sound in Spanish the Spanish-speaking student is able to improve his pronunciation. Therefore throughout the lessons there are footnotes to the teacher to call attention to these points of comparison and contrast. These contrasts can often be pointed out in the articulatory descriptions illustrated by the face diagrams.

The organization of the lessons is such that attention is centered not only on the contrastive sounds in English, but also on the sounds of English which may be confused with Spanish sounds. These lessons were prepared after a thorough analysis was made of the sound system of English and Spanish.

Classroom atmosphere

Classroom atmosphere is especially important in classes dealing with pronunciation. Unless the student feels very much at home with his teacher and with his fellow students, he will not be able to achieve the freedom necessary for learning to produce sounds that are strange to him. Imitation of the teacher (even to an exaggerated degree at first) is essential in striving for an acceptable pronunciation of a foreign language. The student tends to be self-conscious if he is not completely at ease. If the classroom atmosphere is one of congeniality and freedom the student will find it easier to imitate and exaggerate the sounds which seem peculiar to him. Strain or an ill-at-ease feeling prevents development of the flexibility which is essential in learning new patterns of sound and structure.

Individual differences must also be considered in connection with imitative ability. To hold all students responsible for the same standard is an impossibility in something as unpredictable as imitative ability. The teacher needs to discover the utmost capacity of each student in this regard and hold him responsible for that capacity. This will provide a goal for each individual which will not be beyond his reach.

Over-correction may discourage the student and interruption of recitation sometimes disturbs him. It is better therefore to concentrate on the correction of a limited number of items at a time until the student can master them, and then add more until he finally reaches a state of satisfactory production in the whole utterance. It is better also to wait until the student has finished his utterance, then correct it and ask him to repeat it. In some cases a few words of encouragement prove an effective stimulus even though the student has not achieved the accuracy the teacher might desire.

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Specific Aims of Lessons I-X

The specific aims in the first ten lessons of this volume are four in number: 1) to enable the student to distinguish significant features of the sound system in English; 2) to enable the student to produce all significant vowel contrasts and the [r] sound satisfactorily; 3) to enable the student to use the 2-4 intonation curve in all utterances; and 4) to reinforce certain items of grammar which may present a problem in pronunciation.

Pronunciation is an oral process. Therefore it is well to remember that the progress of a student is in direct proportion to the amount of his actual practice in hearing and producing the language. With this approach in mind and with the systematic use of the recognition and production materials in this volume, the student will soon learn to comprehend the language more easily and speak it more accurately.

Specific Aims of Lessons XI-XX

The aims of lessons XI-XX are also four: 1) to enable students to produce all significant consonant contrasts satisfactorily, plus some purely phonetic (allophonic) features which are outstanding in contrast to Spanish, e.g. English [l]; 2) to enable the student to use the 3-2 and the 2 2-4 intonation curves in addition to the 2-4 intonation curve; 3) to enable the student to produce longer utterances with smooth sentence rhythm; and 4) to reinforce further items of grammar which may present a problem in pronunciation.

Specific Aims of Lessons XXI-XXXV

One of the primary aims of lessons XXI-XXX is to enable the students to produce consonant clusters and combinations satisfactorily. Appearing in great abundance and with great frequency in English are such clusters as [st] study, [fr] friend, [čt] watched, [lpt] helped, etc. Students whose native language does not permit such clusters find great difficulty in producing them accurately and with facility. Moreover, they find it difficult in producing them accurately and with facility. Moreover, they find it difficult to hear these combinations clearly. A continued effort is made in these ten lessons, to enable students to produce significant vowel and consonant contrasts satisfactorily in longer and connected contexts. Maintenance of acceptable intonation and rhythm patterns in longer contexts is also emphasized here.

The last five lessons in this volume (Lessons XXXI-XXXV) contain reviews of the sound segments which, on the basis of our experience, students find most difficult to produce correctly and in which they persist in making errors. An attempt is also made in these last lessons to give the students practice in maintaining accurate production of the sounds, rhythm, and intonation of English in less controlled situations. That is, unrehearsed talks be given by the students on many subjects in order to find the persistent errors which the student has retained. The readings on such subjects as "Politics and Government," "Music in the United States," and "Religion in the United States" are included for the purpose of practice on intonation and rhythm. There is no limit to the amount of "free" conversation which can be elicited from the students on these topics thereby giving the instructor an opportunity to discover the errors which the students are continuing to make. It is felt that by the use of these exercises the student will be able to achieve in actual speaking situations an accuracy which will be retained outside of the classroom.

Specific exercises and drills in Lessons XXI-XXXV

In lessons XXI-XXXV as in the earlier ones the use of minimal pairs of words or sentences in the exercises has been found most effective. Continued use of such minimal

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pairs as washed [wɔšt] and watched [wɔčt] facilitates the recognition and production of such clusters as [št] and [čt].

An exercise for enabling the student to recognize and distinguish differences which involve consonant clusters has been introduced in these lessons. Thus in such a pair of sentences as the students understand the lessons, the student understands the lessons the primary aim is for the student to distinguish between the form student as contrasted with students and the form understand in contrast to understands. Likewise, the repetition of these pairs of sentences enables the student to gain control of the production of such clusters as [nts] or [ndz].

This exercise can be used in the same manner as the minimal pairs of words and sentences were used in the other lessons, that is, they can be numbered and the students can be asked to identify them by number. For a more varied type of exercise, however, the student can be asked to supply a correlative sentence to the one which he hears. Thus if the teacher, in using the aforementioned pair of sentences, pronounces the student understands the lessons, the student can reply he understands the lessons. Or if the teacher says the students understand the lessons the student in turn can show that he has recognized the sentence correctly by saying they understand the lessons.

Various combinations of consonants which occur within phrases have been found to cause a problem for many students of English. Thus special drills, "flexibility exercises," have been introduced to enable the student to gain control of his tongue in producing the combinations of consonants such as [z-Θ] in he's thinking, [z-ð] in where's the man, [št-ð] in washed the dress, [st-l] in the last list, etc.

Supplementary material

In lessons XXI-XXXV some supplementary information concerning English is presented to the students. These items have been found necessary for foreign students attempting to understand and use English. One such item is a discussion of dialectal and individual differences in pronunciation in the United States (Lesson XIX).

Since English is not always spelled in a manner consistent with its pronunciation the students need every possible aid to learning the pronunciation of words which they may see for the first time. In an attempt to help the students make use of the regularities of spelling which do exist in English, a list of the most common regularities in English vowel spelling is supplied (Lesson XXVI).

Summary

Upon completion of the thirty-five lessons of pronunciation the student should have acquired a basic knowledge of the sound system in English, including intonation and rhythm patterns. Knowledge of the system, however, does not necessarily signify that the student can produce the sounds, intonation, and rhythm of English with complete accuracy. Actual practice on all the points of contrast in the system of English and also on those points which contrast with the native language of the student is continuously urged. By the use of the specific drills and exercises contained in all of these lessons the student will finally obtain freedom in the pronunciation of the language, that is, he will be able to produce the language accurately and with ease.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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THE SPECIAL ALPHABET[1]

CONSONANTS

[b]	[bi]	be	[p]	[pe]	pay	[ŋ]	[sɪŋ]	sing
[d]	[du]	do	[r]	[rum]	room	[Θ]	[ΘɪŋK]	think
[f]	[fɔr]	four	[s]	[se]	say	[ð]	[ðe]	they
[g]	[go]	go	[t]	[taɪm]	time	[hw]	[hwət]	what
[h]	[hom]	home	[v]	[váʊəl]	vowel	[š]	[ši]	she
[k]	[kəm]	come	[w]	[wi]	we	[ž]	[yúžʊəl]	usual
[l]	[let]	late	[y]	[yu]	you	[č]	[čərč]	church
[m]	[mæn]	man	[z]	[zfro]	zero	[ǰ]	[ǰo]	Joe
[n]	[no]	no						

VOWELS

[i]	[it]	eat	[u]	[du]	do	[aɪ]	[aɪ]	I
[ɪ]	[ɪt]	it	[ʊ]	[gʊd]	good	[aʊ]	[naʊ]	now
[e]	[let]	late	[o]	[no]	no	[ɔɪ]	[bɔɪ]	boy
[ɛ]	[lɛt]	let	[ɔ]	[sɔ]	saw			
[æ]	[mæn]	man					[ˊ]	accent
[ə]	[bət]	but						
[a]	[nat]	not						

[1] This is a simplified phonemic representation of the sounds of English.

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INTRODUCTORY LESSON

PART I[1]

1. Three essentials of good pronunciation
2. The need for a special alphabet
3. The sounds of English.
4. The marking of intonation
5. Rhythm

1. Three essentials of good pronunciation

a) The sounds of the language

b) The intonation of the language

c) The rhythm of the language

The sounds of the language are important. They differentiate words. Notice the following examples:

think sink search church eat it

Intonation is produced by the sequences of pitch (tone) of the voice. Each language has its characteristic sequences of pitch. Listen carefully to the intonation of English.

He's coming. the university in the class

English rhythm is characterized by the regular recurrence of emphasized syllables. Listen carefully to the rhythm of English.

answer the class
an answer in grammar
a good answer is interesting
The class in grammar is interesting.

2. The need for a special alphabet

A special alphabet is necessary in learning to pronounce English. There are more sounds in English than there are letters in the spelling alphabet.

a) The same spelling may have various pronunciations. Observe the different pronunciations of ough in the following words.

bough	[aʊ]	although	[o]	cough	[ɔf]
through	[u]	bought	[ɔ]	hiccough	[əp]
				enough	[əf]

[1] Each of the four separate parts of the Introductory Lesson requires about one hour of class work.

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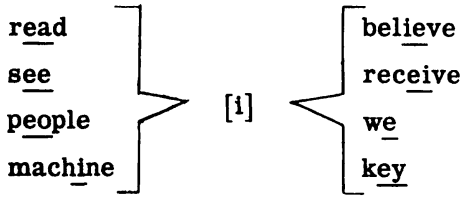
b) The same sound may have various spellings. Notice the different spellings of the sound [i] in the following words.



3. The sounds of English

a) Consonants

1. Sounds represented by familiar symbols[1]

[b]	be	[p]	pay
[d]	do	[r]	room
[f]	four	[s]	say
[g]	go	[t]	time
[h]	home	[v]	vowel
[k]	come	[w]	we
[l]	late	[y]	you
[m]	man	[z]	zero
[n]	no		

2. Sounds represented by unfamiliar symbols

[ŋ]	sing
[Θ]	think
[ð]	they
[hw][2]	what
[š]	she
[ž]	usual
[č]	church
[ǰ]	Joe

[1] These symbols may be similar to those in many languages, but the sounds are usually somewhat different.

[2] Unfamiliar combination.

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b) Vowels[1]

(1) Sounds represented by familiar symbols

eat	[i]		[u]	do
late	[e]		[o]	no
		[a]		
		not		

(2) Sounds represented by unfamiliar symbols

it	[ɪ]		[ʊ] good
let	[ɛ]	(but) [ə]	
man	[æ]		[ɔ] saw

(3) Diphthongs

[aɪ] I [aʊ] now [ɔɪ] boy

(4) Vowel Chart

eat	[i]		[u]	Luke
it	[ɪ]		[ʊ]	look
late	[e]	(cut)	[o]	coat
let	[ɛ]	[ə]		
cat	[æ]		[ɔ]	caught
		[a]		
		cot		

[aɪ] buy [aʊ] bough [ɔɪ] boy

[1] Note to the teacher: Exaggerate the length of the vowels and point out the diphthongization of [e] and [o].

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4. The marking of intonation

A line represents the relative pitch (tone) of the voice.

a) A vertical line represents a change in pitch between syllables.

[ðə | sɪm | bəl] [aɪ no ðə | sɪm | bəl]
[ðə | nəm | bər] [aɪ no ðə | nəm | bər]
[ðə | lɛ | tər] [aɪ no ðə | lɛ | tər]
[ðə yunɪ | vər | sɪtɪ] [aɪ no ðə yunɪ | vər | sɪtɪ]

b) A diagonal line represents a change in pitch on the vowel sound. The vowel sound is prolonged.

[ðə | klæs] [aɪ si ðə | klæs]
[ðə | nem] [aɪ si ðə | nem]
[ðə | wərd] [aɪ si ðə | wərd]
[ðə | rum] [aɪ si ðə | rum]

5. Rhythm

Notice the regular recurrence of emphasized syllables in the following groups of words and sentences.

[ðə | klæs] [ðə fərst | klæs]
[ɪn | græmər] [ɪn ɪŋglɪš | græmər]
[ɪz | ɪntrɪstɪŋ] [ɪz vɛrɪ | ɪntrɪstɪŋ]

[ðə | klæs ɪn | græmər ɪz | ɪntrɪstɪŋ]
[ðə fərst | klæs ɪn | græmər ɪz | ɪntrɪstɪŋ]
[ðə fərst | klæs ɪn ɪŋglɪš | græmər ɪz | ɪntrɪstɪŋ]
[ðə fərst | klæs ɪn ɪŋglɪš | græmər ɪz vɛrɪ | ɪntrɪstɪŋ]

[ðə | studənts] [ðe ar | kəmɪŋ] [ðə yəŋ | mæn]
[ar frəm | čɪlɪ] [tə ðə yunɪ | vər | sɪtɪ] [ɪn maɪ | klæs]
[tə stədɪ | ɪŋglɪš] [ɪz frəm pə | ru]

[ðə | studənts ar frəm | čɪlɪ]
[ðe ar | kəmɪŋ tə ðə yunɪ | vər | sɪtɪ tə stədɪ | ɪŋglɪš]
[ðə yəŋ | mæn ɪn maɪ | klæs ɪz frəm pə | ru]

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INTRODUCTORY LESSON

PART II

1. Familiar symbols
2. Drill on especially difficult consonant symbols
3. Hearing vowel contrasts
4. Practice with all the symbols

1. Familiar symbols[1]

1. [b]	6. [k]	10. [p]	14. [v]
2. [d]	7. [l]	11. [r]	15. [w]
3. [f]	8. [m]	12. [s]	16. [y]
4. [g]	9. [n]	13. [t]	17. [z]
5. [h]			

Identify by number the consonant sound the teacher substitutes for the underlined sound in the lists below.

Examples:

[b̲it] (1)	[d̲et] (2)	[s̲u] (12)	[k̲ot] (6)
[bit]	[let]	[tu]	[rot]
[fit]	[pet]	[su]	[not]
[hit]	[wet]	[yu]	[vot]
[mit]	[get]	[zu]	[mot]
[hit]	[ket]	[du]	[got]

[1]Note to the teacher: These symbols should be written on the blackboard. The purpose of this exercise is only to give the student confidence by showing that most of the symbols of the special alphabet are familiar to him. Only a few minutes should be devoted to this exercise in order to have the major part of the hour for practice with the unfamiliar symbols of the alphabet.

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2. Drill on especially difficult consonant symbols

Identify by number the sound in the word which the teacher pronounces.

1 [d]	2 [ɵ]
[dæŋk]	[ɵæŋk]
[daɪ]	[ɵaɪ]
[fed]	[feɵ]
[bæd]	[bæɵ]
[dəm]	[ɵəm]
[dɪn]	[ɵɪn]

1 [t]	2 [ð]
[to]	[ðo]
[tɛn]	[ðɛn]
[tɛr]	[ðɛr]
[tiz]	[ðiz]
[toz]	[ðoz]
[tæn]	[ðæn]

1 [h]	2 [w]
[het]	[wet]
[hərd]	[wərd]
[haɪr]	[waɪr]
[hip]	[wip]
[hɪt]	[wɪt]
[hez]	[wez]

1 [ŋ]	2 [m]
[səŋ]	[səm]
[rəŋ]	[rəm]
[rɪŋ]	[rɪm]
[ræŋ]	[ræm]
[sæŋ]	[sæm]
[hæŋ]	[hæm]

1 [ʃ]	2 [s]
[ʃuz]	[suz]
[ʃip]	[sip]
[ʃɪn]	[sɪn]
[ʃo]	[so]
[ʃel]	[sel]
[ʃok]	[sok]

1 [č]	2 [z]
[ču]	[zu]
[čɪp]	[zɪp]
[hæč]	[hæz]
[kauč]	[kauz]
[ič]	[iz]
[ɪč]	[ɪz]

1 [ž]	2 [s]
[bež]	[bes]
[ruž]	[rus]
[mɛžər]	[mes]
[ližər]	[lisər]

1 [š]	2 [z]
[šu]	[zu]
[šɪp]	[zɪp]
[ši]	[zi]
[hæš]	[hæz]

1 [š]	2 [ʃ]
[šuz]	[ʃuz]
[šip]	[ʃip]
[šed]	[ʃed]
[šo]	[ʃo]

1 [ž]	2 [č]
[ruž]	[rɪč]
[bež]	[bič]
[mɛžər]	[məč]
[plɛžər]	[tičər]

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3. Hearing vowel contrasts[1]

Identify by number the vowel sound the teacher substitutes for the underlined sound.

Familiar Symbols

1	[i]		[u]	6
2	[e]		[o]	7
		(4) [a]		
3 [aɪ]		5 [aʊ]		

Unfamiliar Symbols

1	[ɪ]		[ʊ]	5
2	[ɛ]	(4) [ə]		
3	[æ]		[ɔ]	6
			[ɔɪ]	7

Examples:

[r̲id] (1) [tul] (6)

[rid]	[til]
[rad]	[tol]
[rud]	[tel]
[rod]	[tul]

[list]	[bit]	[tik]
[lust]	[bot]	[tek]
[lest]	[but]	
	[bet]	
	[baɪt]	
	[baʊt]	

Examples:

[l̲ɪd] (1) [l̲æst] (3)

[lɪd]	[lɪst]
[læd]	[lɛst]
[lɛd]	[lɔst]
[lɔd]	[ləst]

[tɛl]	[lʊk]
[tɔl]	[lɪk]
[tɔɪl]	[lək]
[tɪl]	[læk]

[bɪt]	[tʊk]	[kəd]
[bæt]	[tɔk]	[kɪd]
[bɛt]	[tæk]	[kæd]
[bɔt]	[tək]	[kʊd]
[bət]	[tɪk]	[kɔd]

[1] Note to the teacher: Spend as little time as possible with familiar vowel symbols in order to devote the maximum of time and practice to the unfamiliar vowel symbols.

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4. Practice with all the symbols[1]

Pronounce the following words.

I	II	III
1. [mit]	21. [sɛz]	41. [ðɪs]
2. [hat]	22. [mɪlk]	42. [lɪv]
3. [pliz]	23. [hɛlp]	43. [bɔɪ]
4. [se]	24. [baɪ]	44. [šo]
5. [fálo]	25. [tébəl]	45. [kaʊ]
6. [tek]	26. [sárɪ]	46. [stédi]
7. [nat]	27. [bʊk]	47. [ǰok]
8. [let]	28. [aʊt]	48. [wɪð]
9. [si]	29. [mæn]	49. [klæs]
10. [ar]	30. [smaɪl]	50. [tič]
11. [it]	31. [æt]	51. [ɪz]
12. [lat]	32. [gɛt]	52. [səŋ]
13. [sin]	33. [hænd]	53. [Θæŋk]
14. [pe]	34. [sɪt]	54. [šek]
15. [plet]	35. [kəp]	55. [wən]
16. [spik]	36. [dɔg]	56. [stæmp]
17. [milz]	37. [spɛnd]	57. [čɛk]
18. [du]	38. [hæt]	58. [əs]
19. [yu]	39. [ɪt]	59. [məč]
20. [raɪt]	40. [vížən]	60. [mɪs]

[1] Note to the teacher: These words can be presented on flash cards or on the blackboard. Column III will require more practice than columns I and II because it contains more of the unfamiliar symbols.

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INTRODUCTORY LESSON

PART III

1. The emphasized syllable is loud
2. The emphasized syllable is long
3. The emphasized syllable has the intonation curve
4. The same marking indicates rhythm and intonation
5. Practice with intonation and rhythm markings
6. Exercise in reading

1. The emphasized syllable is loud

[nəmbər] [ðə nəmbər] [ə nəmbər]

[nəm] is stressed or emphasized. Each word of more than one syllable has one syllable that is pronounced louder than the others.

Pronounce the following:

[studənt]	[spænɪš]	[ðə nəmbər]	[ə nəmbər]
[græmər]	[spɛlɪŋ]	[ðə spɛlɪŋ]	[ə sɪmbəl]
[stədi]	[ɪŋglɪš]	[ðə sɪmbəl]	

2. The emphasized syllable is long

[ælfəbɛt] [ən ælfəbɛt]

[æl] is long. It is the emphasized syllable and is longer than the others.

Pronounce the following:

[græǰuət] [ðə græǰuət] [ə græǰuət]

[yɛstərdi]

[yunɪvərsɪti] [ðə yunɪvərsɪti] [ə yunɪvərsɪti]

[ɪntrɪstɪŋ]

3. The emphasized syllable has the intonation curve

[ɛgzæmpəl]

[zæm] is high in contrast with [ɛg] and [pəl]. It is the emphasized syllable.

[fənɛtɪk] [kənsɪstənt]

4. The same marking indicates rhythm and intonation

The same line ⌐¬ indicates rhythm and intonation. The high part of the line indicates the emphasized syllable and high intonation.

Exercise: Read the examples in Sections 1, 2 and 3. Use the rhythm and intonation marked.

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5. Practice with intonation and rhythm markings

(a) Pronounce these series of examples in imitation of the teacher.

[rum] [maɪ rum] [ðə rum]
[nem] [maɪ nem] [ðə nem]
[fon] [maɪ fon] [ðə fon]
[wərd] [maɪ wərd] [ðə wərd]
[klæs] [maɪ klæs] [ðə klæs]

[aɪm frəm kyubə] [aɪm frəm pænəma]
[aɪm frəm čɪli] [aɪm frəm mɛksɪko]
[aɪm frəm ɪŋgləɪnd] [aɪm frəm kələmbɪə]
[aɪm frəm čaɪnə] [aɪm frəm ǰərməni]

[aɪ lɪv ɪn kələmbɪə] [aɪ lɪv ɪn kyubə]
[aɪ lɪv ɪn bəlɪvɪə] [aɪ lɪv ɪn čɪli]
[aɪ lɪv ɪn mɛksɪko] [aɪ lɪv ɪn čaɪnə]
[aɪ lɪv ɪn pænəma] [aɪ lɪv ɪn ɪŋgləɪnd]

[əndərstænd] [spik] [rɪpit] [lɪv]
[aɪ əndərstænd] [aɪ spik] [aɪ rɪpit] [aɪ lɪv]
[yu əndərstænd] [yu spik] [yu rɪpit] [yu lɪv]

[frəm kyubə] [frəm brəzɪl] [frəm mɛksɪko]
[frəm čɪli] [frəm pəru] [frəm pænəma]
[frəm ɪŋgənd] [frəm nu yɔrk] [frəm ɪtəli]
[frəm čaɪnə] [frəm frɛns] [frəm ǰərmənɪ]
[frəm spen]
[frəm grɪs]

[ɪn kələmbɪə] [ɪn gwatəmalə] [ɪn brəzɪl]
[ɪn bəlɪvɪə] [ɪn vɛnəzwelə] [ɪn pəru]
[ɪn handurəs] [ɪn nɪkəragwə] [ɪn spen]
[ɪn kərakəs] [ɪn arǰəntinə] [ɪn frɛns]

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[bɪgɪn]	[ɵɪŋk]	[kəm]	[stədi]
[aɪ bɪgɪn]	[aɪ ɵɪŋk]	[aɪ kəm]	[aɪ stədí]
[yu bɪgɪn]	[yu ɵɪŋk]	[yu kəm]	[yu stədí]

[wən]	[ɵri]	[faɪv]	[èt]	[tɛn]	[zɪro]
[tu]	[fɔr]	[sɪks]	[naɪn]		[sɛvən]

b) Read these examples.

6. Exercise in reading

Read these groups of words with the intonation and rhythm marked.

1. [maɪ nem]
2. [ðə spɛlɪŋ]
3. [ə sɪmbəl]
4. [ɪn arʃəntinə]
5. [aɪ stədi]
6. [frəm pænəma]
7. [tɔk slólí]
8. [pliz rɪpit]
9. [ðə saund]
10. [ɪn gwatəmalə]
11. [frəm kəracəs]
12. [aɪm frəm kyubə]
13. [aɪ lɪv ɪn spen]
14. [yu əndərstænd]
15. [wən sɪmbəl]
16. [ə fənɛtɪk ælfəbɛt]
17. [aɪ əraɪv]
18. [aɪ dont əndərstænd]
19. [yu spik spænɪš]
20. [aɪ ɵɪŋk]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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INTRODUCTORY LESSON

PART IV

1. Classroom phrases and conversation
2. Introduction
3. Introduction monologue

1. Classroom phrases and conversation

Pronounce the groups of words with uniform rhythm.

[əndərˈstænd]
[dont əndərˈstænd]
[aɪ dont əndərˈstænd]

[slo͝li]
[tɔk slo͝li]
[pliz tɔk slo͝li]

[rɪˈpit]
[pliz rɪˈpit]

[əndərˈstænd yu nau]
[aɪ əndərˈstænd yu nau]

[vɛnəˈzwelə]
[frəm vɛnəˈzwelə]
[aɪm frəm vɛnəˈzwelə]

Conversation:[1]

Teacher: Where are you from?
Student: [aɪ dont əndərˈstænd]

Teacher: Where are you from?
Student: [pliz tɔk slo͝li]

Teacher: Where are you from?
Student: [pliz rɪˈpit]

Teacher: Where are you from?
Student: [aɪ əndərˈstænd yu nau aɪm frəm vɛnəˈzwelə]

[1] Note to the teacher: In the conversations in this part of the lesson, only sentences written in the special alphabet should be pronounced by the students. The questions, written in traditional orthography, are to be given by the teacher.

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2. Introduction

Pronounce the groups of words with uniform rhythm.

[men strit]
[an men strit]
[lɪv an men strit]
[aɪ lɪv an men strit]

[yɛstərdi]
[əraɪvd yɛstərdi]
[aɪ əraɪvd yɛstərdi]

[fɔr faɪv naɪn wən]
[tu fɔr faɪv naɪn wən]
[ɪz tu fɔr faɪv naɪn wən]
[nəmbər ɪz tu fɔr faɪv naɪn wən]
[fon nəmbər ɪz tu fɔr faɪv naɪn wən]
[maɪ fon nəmbər ɪz tu fɔr faɪv naɪn wən]

Conversation:[1]

Teacher: What is your name?
Student: [maɪ nem ɪz hwan pɛrɛz]

Teacher: Where are you from?
Student: [aɪm frəm vɛnəzwelə]

Teacher: Where do you live?
Student: [aɪ lɪv an men strit]

Teacher: What is your phone number?
Student: [maɪ fon nəmbər ɪz tu fɔr faɪv naɪn wən]

Teacher: When did you arrive?
Student: [aɪ əraɪvd yɛstərdi]

[1] Note to the teacher: The students should first practice these conversations exactly as they are written. Then they can be asked to substitute their own name, address, and telephone number.

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3. Introduction monologue[1]

Practice the following monologue.

[maɪ nem ɪz hwan pɛ́rɛz aɪm frəm vɛnə́zwelə
aɪ lɪv an men strit maɪ fon nəmbər ɪz tu
fɔr faɪv naɪn wə́n aɪ əraɪvd yɛ́stərdi]

[1] Note to the teacher: Each student should first practice the monologue in connected sequence exactly as it is written. Then the student can substitute information about himself and pronounce the sentences in a connected sequence.

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LESSON I

PRONUNCIATION

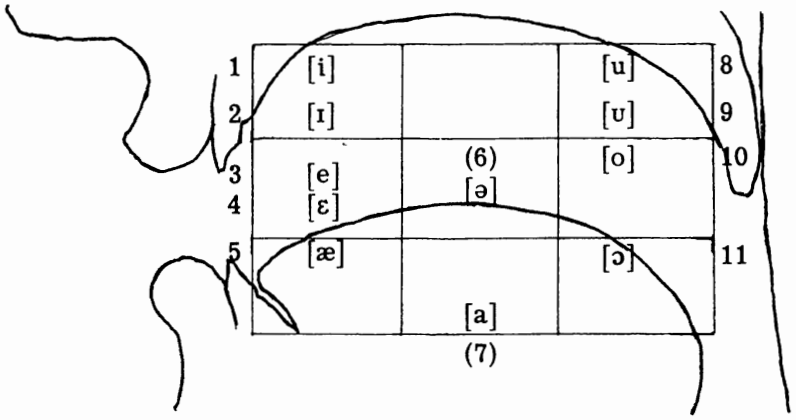
1. Hearing vowel contrasts
2. Pronunciation of THE, A, AN
3. Reduced forms of BE
4. Reduced forms of HE, SHE, WE, YOU
5. The sounds represented by the special alphabet

1. Hearing vowel contrasts

The teacher will pronounce the following words. Listen carefully and see if you can hear the difference in these sounds.

1. [mit]	4. [mɛt]	1. [kæt]	1. [luk]	1. [bot]	1. [baɪ]
2. [mɪt]	5. [mæt]	2. [kət]	2. [lʊk]	2. [bɔt]	2. [baʊ]
3. [met]		3. [kat]	3. [lək]	3. [bət]	3. [bɔɪ]

Notice the relative position of the vowel sounds in the mouth. The teacher will pronounce the English vowel sounds as numbered.



Identify the vowel sound in the following words by number as the teacher pronounces them. Pay attention only to the vowel sound.

[mit]	[kæt]	[lʊk]	[bot]
[met]	[kət]	[lək]	[bɔt]
[mæt]	[kæt]	[luk]	[bət]
[mɛt]	[kat]	[lək]	[bɔt]
[mɪt]	[kət]	[lʊk]	[bot]
[mit]	[kæt]	[luk]	[bət]

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2. Pronunciation of THE, A, AN

Pronounce the following groups of words.

[ðə mæn]	[ðɪ ɛgzæmpəl]
[ðə sɪmbəl]	[ðɪ ækšən]
[ðə nem]	[ðɪ ɪntrədəkšən]
[ðə wərd]	[ðɪ ælfəbɛt]
[ðə saund]	[ðɪ ɛksplənešən]
[ðə lɔŋ sɛntəns]	[ðɪ ɪntrɪstɪŋ klæs]
[ðə nu lɛsən]	[ðɪ ɛksələnt ɛgzæmpəl]
[ðə gud ænsər]	[ðɪ izi buk]
[ðə nu buk]	[ðɪ ərli klæs]
[ðə dɪfɪkəlt klæs]	[ðɪ ɪntrɪstɪŋ lɛsən]

Notice that the is pronounced [ðə] before words beginning with a consonant. It is pronounced [ðɪ] before words beginning with a vowel.

Exercise: Complete the following sentence with groups of words from the lists above.

[ðə si _____]	[ðə si ðə nəmbər]

Pronounce the following groups of words.

[ə mæn]	[ə lɔŋ sɛntəns]
[ə sɪmbəl]	[ə nu lɛsən]
[ə nem]	[ə gud ænsər]
[ə wərd]	[ə nu buk]
[ə saund]	[ə dɪfɪkəlt klæs]
[ə nəmbər]	[ə lɔŋ nem]

Notice that a, pronounced [ə], is used before a word beginning with a consonant sound.

Pronounce the following groups of words.

[ən ɛgzæmpəl]	[ən ɪntrɪstɪŋ klæs]
[ən ækšən]	[ən ɛksələnt ɛgzæmpəl]
[ən ɪntrədəkšən]	[ən izi buk]
[ən ælfəbɛt]	[ən ərli klæs]
[ən ɛksplənešən]	[ən ɪntrɪstɪŋ lɛsən]

Notice that an, pronounced [ən], is used before a word beginning with a vowel sound.

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Exercise: Complete the following sentence with groups of words from the lists above.

[ðe si _____]

[ðe si ə klæs]

[ðe si ən ɛgzæmpəl]

3. Reduced forms of be

Observe the difference in the vowel sounds in the following two styles of speech.

Slow Pronunciation	Rapid Pronunciation
[ðoz ar nu]	[ðoz ər nu]
[ðiz ar dífrənt]	[ðiz ər dífrənt]

Notice that [ar] becomes [ər] in rapid pronunciation.

Observe the difference in the vowel sounds in the following sentences.

[hi ɪz héŋgri]	[hiz héŋgri]
[ðe ar ə́rli]	[ðɛr ə́rli]

Notice that the [ɪ] of [ɪz] is omitted in rapid pronunciation: [hi ɪz] is pronounced as one word--[hiz]. The [e] in [ðe] and the [a] in [ar] change to [ɛ]: [ðe ar] is pronounced as one word--[ðɛr].

The forms [ər], [hiz], and [ðɛr] are reduced forms.

Am, is and are are usually reduced in normal rapid pronunciation.

Pronounce the following sentences which contain reduced forms of be. Use the normal rapid pronunciation. Use the 2-4 intonation curve.

[aɪm taɪrd]
[yur let]
[hiz ərli]
[ɪts old]
[wɪr bɪzi]
[ðɛr šɔrt]
[ðə rumz plɛzənt]
[ðə gərlz yəŋ]
[ðə suts braun]

[ðə hæts larǰ]
[ðɪ ænsərz ɛksələnt]
[ðæts ɪntrɪstɪŋ]
[ðoz ər nu]
[ðiz ər dɪfrənt]
[ðiz ər izi]
[ðɛrz ǰan]
[šiz ə nərs]
[huz ðə tičər]

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4. Reduced forms of HE, SHE, WE, YOU

He, she, we, and you are frequently reduced in normal rapid conversation.

	Full form	Reduced form
he	[hi]	[i]
she	[ši]	[šɪ]
we	[wi]	[wɪ]
you	[yu]	[yʊ] or [yə]

Pronounce the following sentences with normal rapid pronunciation. Observe the reduced forms of he, she, we, and you. Mimic the intonation of the teacher.

[ɪz i ə studənt]
[hwɛr ɪz i]
[ɪz šɪ ə nərs]
[ar wɪ let]

Read the following sentences with normal rapid pronunciation. Mimic the intonation of the teacher.

[ar wɪ ərli]
[ar yə let]
[ɪz i hɪr]
[hwɛr ɪz i]
[ɪz šɪ bɪzi]
[hwɛr ar wɪ]
[šɪ frikwəntli smaɪlz]
[hwət ɪz i]
[hwət ar yʊ]
[yʊ stədi]
[wɪ notɪs ɪt]
[hu ɪz i]
[wɪ lərn ɪt]
[šɪ əndərstænds ɪt]
[ar yʊ ə tičər]
[šɪ spiks ɪŋglɪš]
[wɪ laɪk aɪs krim]
[ar yʊ bɪzi]

Practice the following conversation:

Student A. [ɪz i ə studənt]
Student B. [yɛs i ɪz]

Continue the exercise substituting you, she, we in the question.

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5. The sounds represented by the alphabet: consonant sounds

Listen to the teacher read the following words. Notice especially the consonant sound that precedes each group of words. Pronounce the words after him.[1]

[p]	[pe]	pay	[prɛ́dɪkət]	predicate
	[paɪp]	pipe	[pəzíšən]	position
[b]	[bi]	be	[brəzíl]	Brazil
	[bʊk]	book	[byútɪfəl]	beautiful
[t]	[taɪm]	time	[fənɛ́tɪks]	phonetics
	[tíčər]	teacher	[stədi]	study
[d]	[du]	do	[dɛ́fɪnɪt]	definite
	[aɪdíə]	idea	[əndərstǽnd]	understand
[k]	[kaʊ]	cow	[kágnet]	cognate
	[kəm]	come	[kástəm]	custom
[g]	[go]	go	[santɪágo]	Santiago
	[bɪgín]	begin	[ɛgzǽmpəl]	example
[f]	[fes]	face	[fríkwəntlɪ]	frequently
	[fálo]	follow	[dífɪkəlt]	difficult
[v]	[váʊəl]	vowel	[ɪnvɛ́rɪəbəl]	invariable
	[vərb]	verb	[ǽʃɛktɪv]	adjective
[θ]	[θɪŋk]	think	[θə́rstɪ]	thirsty
	[nɔrθ]	north	[saʊθ]	south

[1] Note to the teacher: The teacher should pronounce words in lists with a falling, not a rising pitch. Students should be encouraged to do likewise in their mimicry of the teacher's pronunciation.

It is important from the very beginning to start training the students in the simplest pattern of pitch and stress which will be satisfactory in conversation. If pitch and stress are correct, slight errors in sound will not be so prominent. One of the most es - sential patterns is the English high-to-low pitch at the ends of sentences--on final phrases, on final words of several syllables, or on final words of one syllable in which the pitch slurs downward on a vowel. This pattern is one that needs particular drill for Spanish-speaking students.

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[ð]	[ðe]	they	[ðæt]	that
	[ðə mæn]	the man	[əðər]	other
[s]	[se]	say	[spǽnɪš]	Spanish
	[spɛ́lɪŋ]	spelling	[sɛ́ntəns]	sentence
[z]	[zíro]	zero	[saʊndz]	sounds
	[brəzíl]	Brazil	[ɛ́ksərsaɪz]	exercise
[š]	[ši]	she	[kənstrə́kšən]	construction
	[dɪktéšən]	dictation	[spǽnɪš]	Spanish
[ž]	[mɛ́žər]	measure	[vížən]	vision
	[plɛ́žər]	pleasure	[ruž]	rouge
[h]	[hi]	he	[hɛlp]	help
	[hə́ŋgri]	hungry	[hu]	who
[m]	[mæn]	man	[bátəm]	bottom
	[mísɪz]	Mrs.	[rɪzɛ́mbəl]	resemble
[n]	[no]	no	[lɛ́sən]	lesson
	[mɛ́ni]	many	[ɪn]	in
[ŋ]	[sɪŋ]	sing	[síŋgyələr]	singular
	[lɔŋ]	long	[hə́ŋgri]	hungry
[l]	[let]	late	[lərn]	learn
	[klæs]	class	[ártɪkəl]	article
[r]	[rid]	read	[tíčər]	teacher
	[wərdz]	words	[ɔ́rdər]	order
[w]	[wi]	we	[wərd]	word
	[wən]	one	[vɛnəzwélən]	Venezuelan
[y]	[yu]	you	[yúrəp]	Europe
	[yuz]	use	[brəzílyən]	Brazilian
[hw]	[hwaɪ]	why	[hwaɪt]	white
	[hwɛn]	when	[hwɪč]	which

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[č]	[čərč]	church	[čímni]	chimney
	[čılí]	Chile	[čɔ́klət]	chocolate
[ǰ]	[ǰok]	joke	[səbǰıkt]	subject
	[rí́ǰıd]	rigid	[larǰ]	large

The sounds represented by the special alphabet: vowel sounds

[i]	[it]	eat	[í́zi]	easy
	[spí́kər]	speaker	[kɔ́stə rí́kə]	Costa Rica
[ı]	[ız]	is	[ımpɔ́rtənt]	important
	[íŋglıš]	English	[vɛ́rı]	very
[e]	[se]	say	[ðe]	they
	[ɛksplén]	explain	[índıket]	indicate
[ɛ]	[sɛz]	says	[ɛksplén]	explain
	[ɛ́ndıŋz]	endings	[lɛ́tər]	letter
[æ]	[æd]	add	[ǽnəməl]	animal
	[mæn]	man	[vəkǽbyʊlɛrı]	vocabulary
[a]	[nat]	not	[want]	want
	[ar]	are	[arǰəntí́nə]	Argentina
[ɔ]	[dɔg]	dog	[čɔ́klət]	chocolate
	[nɔrθ]	north	[ɔl]	all
[o]	[no]	know	[ónli]	only
	[go]	go	[mɛ́ksıko]	Mexico
[ʊ]	[fʊl]	full	[plʊ́rəl]	plural
	[fʊt]	foot	[bʊk]	book
[u]	[sun]	soon	[stúdənt]	student
	[rul]	rule	[yunıvə́rsıtı]	university
[ə]	[kəm]	come	[əbə́v]	above
	[səm]	some	[əndərstǽnd]	understand

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[aɪ]	[aɪ]	I	[ə́ndərlaɪn]	underline
	[paɪp]	pipe	[bɪsáɪd]	beside
[aʊ]	[naʊn]	noun	[prónaʊn]	pronoun
	[saʊnd]	sound	[taʊn]	town
[ɔɪ]	[bɔɪ]	boy	[ɔɪl]	oil
	[vɔɪs]	voice	[bɔɪl]	boil

Phrases

Pronounce the following groups of words. Pronounce each group of words as a unit.[1] Do not separate the words in a group. Pronounce each group several times.

(a) [ðə lɛsən]
[ðə klæs]
[ðə daktər]
[ðə græmər klæs]

(b) [ɪz ɪmpɔrtənt]
[ɪz izi]
[ɪz ɪntrɪstɪŋ]
[ɪz byutɪfʊl]

(c) [ðe əndərstænd]
[hi əndərstændz]
[wi ɛksplen]
[wi lərn]

[1] Note to the teacher: It is important that from the beginning students should group words into phrases and should pronounce the phrases as single words in order to counteract the Spanish tendency to give each word a separate stress, and even, especially in slow reading, a separate rising glide. The teacher may first find it necessary to pronounce the words separately so that the students may master the individual sounds. Then the teacher should pronounce the whole phrase rapidly with a single stress and with no separation of syllables. The pitch should be high on stressed syllables and low on unstressed syllables, and the students should be encouraged to mimic that pronunciation.

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LESSON II

PRONUNCIATION

1. Hearing consonant contrasts
2. Voiced and voiceless sounds
3. Pronunciation of plurals of class 1 words and -s forms of class 2 words, phonetically determined

Review

a) Pronounce the key words in the Special Alphabet.

b) Identify the vowel sounds in the following words as the teacher pronounces them. (Use vowel chart from Lesson I.)

[mæn]	[mɪt]	[met]	[lɛt]
[sun]	[lək]	[kat]	[pʊt]
[bot]	[bɔt]	[kot]	[kət]

c) Pronounce the following groups of words with particular attention to the, a, an.

[ðə lɔŋ nəmbər]	[ə lɔŋ nəmbər]
[ðə nu bʊk]	[ə nu bʊk]
[ðə gʊd klæs]	[ə gʊd klæs]
[ðə dɪfɪkəlt wərd]	[ə dɪfɪkəlt wərd]
[ðə nu sɪmbəl]	[ə nu sɪmbəl]
[ən ælfəbɛt]	[ðɪ ælfəbɛt]
[ən ɛgzæmpəl]	[ðɪ ɛgzæmpəl]
[ən ɛksplənešən]	[ðɪ ɛksplənešən]
[ən izi ælfəbɛt]	[ðɪ izi ælfəbɛt]
[ən ɪntrɪstɪŋ ɛgzæmpəl]	[ðɪ ɪntrɪstɪŋ ɛgzæmpəl]

d) Pronounce the following sentences. Use the reduced forms.

[hu ɪz i]	[hwɛr ɪz i]
[hɪ laɪks ɪt]	[yu stədi]
[ɪz i ə studənt]	[ɪz šɪ bɪzi]
[ar wɪ let]	[wɪ notɪs ɪt]

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1. Hearing consonant contrasts

Listen to the pronunciation of the following contrast.

1. [paɪ]
2. [baɪ]

The teacher will pronounce one of these syllables. Identify it by number. Identify the following contrasts in the same way.

1.	[taɪ]	[kaɪ]	[maɪ]	[faɪ]	[saɪ]	[haɪ]
2.	[daɪ]	[gaɪ]	[naɪ]	[vaɪ]	[šaɪ]	[waɪ]
1.	[baɪ]	[saɪ]	[daɪ]	[zaɪ]	[saɪ]	[šaɪ]
2.	[vaɪ]	[Θaɪ]	[ðaɪ]	[ðaɪ]	[zaɪ]	[čaɪ]
1.	[žaɪ]	[zaɪ]	[yaɪ]	[yaɪ]	[hwaɪ]	[am]
2.	[ǰaɪ]	[žaɪ]	[zaɪ]	[ǰaɪ]	[waɪ]	[aŋ]

1. [an] [an]
2. [am] [aŋ]

2. Voiced and voiceless sounds

Put your hands over your ears and pronounce [d]. Do you hear a buzzing sound? The sound which you hear is caused by the vibration of the vocal cords. Now pronounce [t] with your hands over your ears. Do you hear anything? No, because the vocal cords are not vibrating. There are only a few sounds in English which are pronounced without the voice.

[p t k f Θ s š č h]

These are voiceless sounds.

All other sounds, including the vowel sounds, are pronounced with the vibration of the vocal cords. These are voiced sounds.

Notice that the only difference between the following sounds is the vibration of the vocal cords:

		Sibilants	
voiceless	[p t k f Θ	s š č	h]
voiced	[b d g v ð	z ž ǰ	

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Pronounce the following sounds. Observe when they are voiced and when they are voiceless.

[ffff vvvv ffff vvvv] [fvfvfv]

[ssss zzzz ssss zzzz] [szszsz]

[šššš žžžž šš šš žžžž] [šžšžšž]

Use the following chart of voiced and voiceless sounds for reference.

VOICED SOUNDS

Vowels:	[i]		[u]	[aɪ]
	[ɪ]		[ʊ]	[aʊ]
	[e]		[o]	[ɔɪ]
	[ɛ]	[ə]		
	[æ]	[a]	[ɔ]	
Consonants:	[b]	[m]	[v]	[l]
	[d]	[n]	[ð]	[r]
	[g]	[ŋ]	[z]	[w]
	[ǰ]		[ž]	[y]

VOICELESS SOUNDS

Consonants:	[p]	[f]	[h]
	[t]	[Θ]	
	[k]	[s]	
	[č]	[š]	

3. Pronunciation of plurals of class 1 words and -s forms of class 2 words, phonetically determined.

a) Class 1 words:

Pronounce the word class [klæs]. Pronounce the plural form: classes [klæsɪz].

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Pronounce the plural of the following words by adding the separate syllable [ɪz].

[nərs]	[sɛ́ntəns]	[kɔrs]
[klæs]	[kǽmpəs]	[glæs]
[lənč]	[praɪs]	[pis]

Notice that the plural ending is pronounced [ɪz] after a sibilant sound.

Pronounce the word book [bʊk]. Is the final sound voiced or voiceless?[1] It is voiceless, therefore we add the voiceless sound [s] to form the plural books [bʊks], but we do not pronounce an extra syllable.

Pronounce the word dog [dɔg]. Is the final sound voiced or voiceless? It is voiced, therefore we add the voiced sound [z][2] to form the plural dogs [dɔgz], but we do not pronounce an extra syllable.

Pronounce the plural form of the following words[3], and tell whether you are adding [s] or [z]. Example: sounds [saʊndz], fruits [fruts].

[ælfəbɛt]	[tíčər]	[bɔɪ]	[dɪzə́rt]
[símbəl]	[ɪnstrə́ktər]	[stúdənt]	[frut]
[saʊnd]	[sup]	[dɛ́ntɪst]	[wərd]
[dáktər]	[mit]	[spun]	[kəp]

b) Class 2 words:

The -s form of class 2 words (he uses) is pronounced in the same way as the plural forms of class 1 words. Pronounce the following words and add the separate syllable [ɪz] to produce the -s form. Example: uses [yuzɪz].

[ɛkskyuz]	[kɔz]	[yuz]
[ɛksprés]	[dɪskə́s]	[čenǰ]
[pæs]	[ɪnkrís]	[prənaʊ́ns]

---

[1] It is the final sound which is significant, not the final letter. (e.g. in envelope the final letter is e but the final sound is [p].)

[2] This [z] is not pronounced with a strong buzzing sound. If the vowel is pronounced with the proper length, a weak or soft [s] may replace the [z].

[3] Notice that in all these words the plural form is spelled with s, but the pronunciation is often [z].

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Pronounce the -s form of the following words, adding [s] or [z]. Do not pronounce an extra syllable. Example: talks [tɔks].

[omɪt]	[əraɪv]	[əndərstænd]
[rid]	[Θæŋk]	[go]
[ikwəl]	[it]	[drɪŋk]
[tek]	[tɔk]	[rɪpit]
[stədi]	[nid]	[æd]

c) Exercises:

1. Form plurals of the following words:

book	lunch	fork
spoon	student	pen
fruit	word	class
glass	sentence	sound

2. Use the correct form of the above words in the following sentences:

These are _____.

The _____ are here.

3. Produce the -s form of the following words:

[tek]	[rɪpít]	[pæs]	[prənaʊns]
[čenǰ]	[yuz]	[drɪŋk]	[it]
[dɪskəs]	[əndərstænd]	[stádi]	[nid]

Use the correct form of the above words in the following sentence:

He usually _____ it.

Pronounce the following sentences:[1]

[hi stədiz ⌈ɪŋ⌋glɪš]	[ši stədiz ⌈ɪŋ⌋glɪš]
[hi stádiz frɛnč]	[ši stádiz frɛnč]
[hi stádiz spænɪš]	[ši stádiz spænɪš]
[hi stədiz rəšən]	[ši stádiz rášən]
[hi stádiz ǰərmən]	[ši stádiz ǰármən]

[1] Note to the teacher: In these groups of sentences only the first sentence is marked with intonation. The other sentences in the group should be pronounced with similar intonation on the word in the same position.

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[hi stədiz ɪŋglɪš]
[hi raɪts íŋglɪš]
[hi spiks íŋglɪš]
[hi ridz íŋglɪš]
[hi əndərstǽndz ɪŋglɪš]

[ðə bɔɪ stədiz ɪŋglɪš]
[ðə gərl stədiz ɪŋglɪš]
[ðə daktər stədiz ɪŋglɪš]
[ðə nərs stədiz ɪŋglɪš]
[ðə ɛnǰɪnɪr stədiz ɪŋglɪš]

[ðə bʊks ər izi]
[ðə símbəlz ər ízi]
[ðə saʊndz ər ízi]
[ðə wərdz ər ízi]
[ðə lɛ́sənz ər ízi]

[ðe əndərstǽnd ðə bʊks]
[ðe əndərstǽnd ðə símbəlz]
[ðe əndərstǽnd ðə saʊndz]
[ðe əndərstǽnd ðə wərdz]
[ðe əndərstǽnd ðə lɛ́sənz]

[ðə plets ər an ðə tébəl]
[ðə spunz ər an ðə tébəl]
[ðə fɔrks ər an ðə tébəl]
[ðə naɪvz ər an ðə tébəl]
[ðə kəps ər an ðə tébəl]
[ðə díšɪz ər an ðə tébəl]
[ðə glǽsɪz ər an ðə tébəl]

[ši stədiz ɪŋglɪš]
[ši raɪts íŋglɪš]
[ši spiks íŋglɪš]
[ši ridz íŋglɪš]
[ši əndərstǽndz íŋglɪš]

[ðə bɔɪ ridz ɪŋglɪš]
[ðə bɔɪ yúzɪz íŋglɪš]
[ðə bɔɪ dɪskɔ́sɪz íŋglɪš]
[ðə bɔɪ prənaúnsɪz íŋglɪš]
[ðə bɔɪ spiks íŋglɪš]

[ðə bʊks ər dɪfɪkəlt]
[ðə bʊks ər íntrɪstɪŋ]
[ðə bʊks ər ízi]
[ðə bʊks ər lɔŋ]
[ðə bʊks ər šɔrt]

[ðə studənts əndərstǽnd ðə bʊks]
[ðə tíčərz əndərstǽnd ðə bʊks]
[ðə dáktərz əndərstǽnd ðə bʊks]
[ðə nə́rsɪz əndərstǽnd ðə bʊks]
[ðə bɔɪz əndərstǽnd ðə bʊks]

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LESSON III

PRONUNCIATION

1. The organs of speech
2. Modification of sounds
3. Vowel production in general
4. Pronunciation of [i] and [ɪ]
5. Pronunciation of [t] and [d]
6. Pronunciation of -ed forms of verbs, phonetically determined

Review

a) Which of the following sounds are voiceless?

[m b t i s ʃ l o f z]

b) Pronounce the following sentences. Pay particular attention to the [s], [z] and [ɪz] endings.

1. [ðə studənts ər hɪr]
2. [ðə klæsɪz ər ɪntrɪstɪŋ]
3. [ðə saʊndz ər izi]
4. [ðə daktərz yužʊəli wərk]
5. [ðə bɔɪz stədi ɪŋglɪš]
6. [ši ɔlwɪz dɪskəsɪz ðə lɛsən]
7. [hi əndərstændz ðə klæs]
8. [ðə bɔɪ ɔlwɪz drɪŋks mɪlk]
9. [ši prənaʊnsɪz ðə wərdz]
10. [hi nidz ðə buks]

c) Use the correct form of the word in parenthesis in the following sentences. Example: The (book) are easy. The books are easy.

1. The (lunch) are good.
2. The teacher (like) the students.
3. The (student) understand the classes.
4. The student (repeat) the words.
5. The (fork) and (spoon) are on the table.
6. The new (symbol) are difficult.
7. The (pen) are on the desk.
8. Where are the (pencil)?
9. He (discuss) the lesson every day.
10. She (pronounce) the words.

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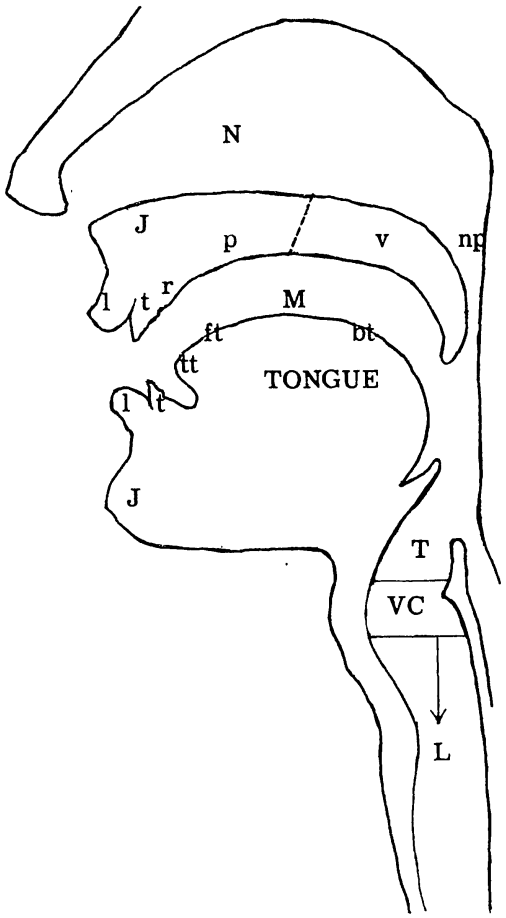
1. The organs of speech

The parts of the body that are used in order to produce the sounds of speech are the organs of speech. Study the chart below.



N - Nose
J - Jaw
M - Mouth
T - Throat
L - Lungs
VC - Vocal cords

l - lips
t - teeth
r - tooth ridge
p - hard palate
v - velum

tt - tip of tongue
ft - front of tongue
mt - middle of tongue
bt - back of tongue
np - nasal passage

DIAGRAM OF THE ORGANS OF SPEECH

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The Vocal Cords

The vocal cords are in the throat. They are two muscular ledges that are similar to the lips. They may open and close. During breathing and during the production of voiceless sounds, the vocal cords are apart, or open.[1] Pronounce the following voiceless sounds: [s, Θ, t, p, č, k, f, š, h]. The vocal cords are not vibrating.

During voicing they open and close very rapidly. Pronounce the following voiced sounds [z, ð, d, b, ǰ, g, v, ž, i, e, a, u]. The vocal cords are vibrating.

During a whisper the back part of the vocal cords is open, but the front part is frequently closed. Do not whisper when practicing pronunciation since it is difficult to distinguish voiced and voiceless sounds.

Description of the Organs of Speech

(This description is to be used for reference.)

The sounds of English are all produced by air which comes from the lungs into the throat and then passes through the mouth or the nose. Contraction of the lungs expels the air. The other organs of speech modify this stream of air in order to produce sounds. The organs of speech are as follows:

A. Movable speech organs

Lungs (L in the diagram)

Contraction of the lungs expels the air.

Vocal cords (VC in the diagram)

In the throat (T in the diagram) the air passes through the opening between the vocal cords. When the air, going through this opening, causes the vocal cords to vibrate, a "voiced" sound is produced. When the vocal cords do not vibrate, a "voiceless" sound is produced.

Lower jaw

The lower jaw can move down increasing the size of the mouth cavity (M in the diagram).

Tongue (Tongue in the diagram)

The tongue can move in many ways.

a) The tip of the tongue (tt in the diagram) may go between the teeth as in the sound [Θ]. It may turn up and back in the mouth as in several [r] sounds.

b) The front of the tongue (ft in the diagram) is the flat part of the tongue just behind the tip. The front of the tongue may move up or down, or it may form a small groove as in the sound [š].

c) The middle of the tongue (mt in the diagram) may be raised as in [i], or it can touch the top of the mouth as in [k].

d) The movement of the back of the tongue (bt in the diagram) is similar to the movement of the middle of the tongue.

[1] Review the difference in pronunciation of voiceless and voiced sounds in Lesson II, Pronunciation.

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Lips (l in the diagram)

The lips may close as in the sound [p], or they may form an opening as in the sound [u].

Velum (v in the diagram)

The velum can be lowered so that the air goes through the nose (N in the diagram) as in [m]; or it may be raised in order to close the nasal passage (np in the diagram) as in [a].

B. Immovable speech organs

Teeth (t in the diagram)

The teeth affect the air when it leaves the mouth, and they often affect the position of the tip of the tongue or the lower jaw.

Tooth ridge (r in the diagram)

The tooth ridge is the upper gum. The tooth ridge is touched by the tip of the tongue in pronouncing [t], [d], [n].

Palate (p in the diagram)

The hard palate is the upper front part of the mouth. It helps in the production of many sounds in English.

2. Modification of sounds, especially related to vowel sounds

a) The lips may be rounded so that they have a circular opening between them. The opening is large when they are only slightly rounded. Pronounce [ɔ]. The opening is small when they are very much rounded. Pronounce [u]. The lips may be unrounded so that they are parallel to each other and the opening between them is flat. Pronounce [e].

Use a mirror in the following exercise. Round and unround the lips. Produce the sound [a] with the lips rounded. Continue the sound [a] and unround the lips; do not change the position of the tongue. Observe the change in sound.

Use a mirror in the following exercise. Pronounce the vowel sounds [i, e, o, ɔ, u]. Which vowels are produced with the lips rounded? Which vowels are produced with the lips unrounded?

Pronounce the vowel [i]. Continue the sound [i] and round the lips; do not change the position of the tongue. Pronounce the vowel [u]. Continue the sound [u] and unround the lips; do not change the position of the tongue.

b) The tongue may be somewhat front in the mouth,[i], or it may be farther back in the mouth, [u]. Pronounce the following sounds. Determine which sounds are produced with the tongue farther back in the mouth:

[i] or [u] [o] or [e] [a] or [ɔ]

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c) The muscles of the tongue and throat may be tense or relaxed. Pronounce [i] with the muscles relatively tense. Pronounce [ɪ]. The muscles are more relaxed. Determine which of the following sounds are pronounced with more tenseness of the muscles:

[e] or [ɛ] [æ] or [a] [u] or [ʊ]

3. Vowel Production in general[1]

Pronounce [kɔfi kɔfi kɔfi kɔfi]. Notice that the two vowels in the word are the most prominent and loudest part of the word and that the word has two syllables.

Whenever a vowel occurs in a word there is a syllable. Vowels are more resonant in syllables than consonants; they are syllabic sounds. In the production of vowel sounds there is no interruption of the air stream in the mouth. Pronounce [a, i, o]. Air is expelled from the lungs by the chest or the abdominal muscles. The air passes through the mouth. The sound that you hear is the vibration of the vocal cords. Vowels are voiced sounds in normal speech.

A diagram conveniently indicates the position of the tongue during the pronunciation of vowels. The diagram usually has three vertical sections and three horizontal sections. Notice the position of the vowels in the following diagram.

		Front	Central	Back
High	T	[i]		[u]
	R	[ɪ]		[ʊ]
Mid	T	[e]		[o]
	R	[ɛ]	[ə]	
Low	T	[æ]		[ɔ]
	R		[a]	

T Tense muscles of throat and tongue

R Relaxed muscles of throat and tongue

[1]The following is a comparison of the relative position of English vowels and Spanish vowels. This chart can be referred to as the individual vowels are presented. Spanish vowels are represented by the large dark letters.

	Front	Central	Back
High	[i] [ɪ]		[u] [ʊ]
Mid	[e] [ɛ]	[ə]	[o]
Low	[æ]	[a]	[ɔ]

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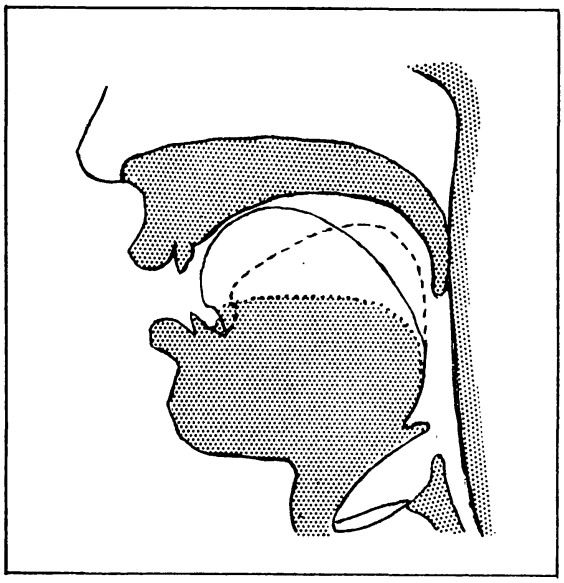
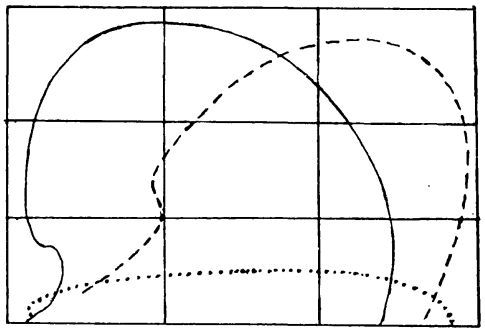
The following diagrams indicate some of the positions of the tongue.





——————— Tongue position for [i]

- - - - - - - - - - Tongue position for [u]

..... Tongue position for [a]

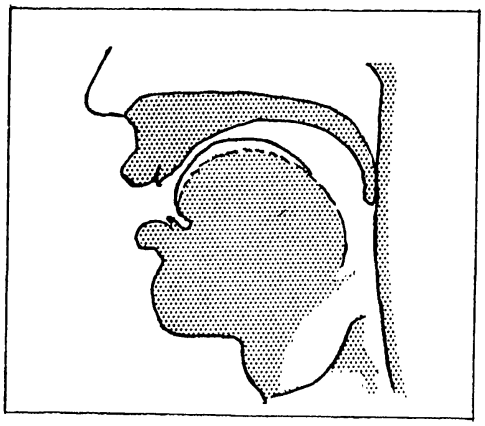
Notice the pronunciation of the vowels in the following words. They are usually pronounced very long.

leave [i]	man [æ]	coat [o]
sit [ɪ]	not [a]	foot [ʊ]
make [e]	but [ə]	soon [u]
bed [ɛ]	wall [ɔ]	

4. Pronunciation of [i] and [ɪ]

In the vowel [i] the position of the tongue is high front; the lips are unrounded and the muscles are tense.

In the vowel [ɪ] the position of the tongue is not as high as in [i]; the lips are unrounded and the muscles are more relaxed than in [i].



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Pronounce the following words:

1 [i]	2 [ɪ]
[lid]	[lɪd]
[did]	[dɪd]
[liv]	[lɪv]
[kin]	[kɪn]
[čip]	[čɪp]
[fil]	[fɪl]
[pik]	[pɪk]
[dil]	[dɪl]
[fit]	[fɪt]

Pronounce the following pairs of sentences:

(a) 1. The man beat [bit] the dog.
2. The man bit [bɪt] the dog.

(b) 1. He's going to leave [liv].
2. He's going to live [lɪv].

(c) 1. This is a sheep [šip].
2. This is a ship [šɪp].

Pronounce the following groups of words:

[ðiz wiks]
[ðiz strits]
[ðiz pisɪz]
[ðiz pipəl]
[ðiz tičərz]

[wi si]
[ši siz]
[ši ridz]
[wi dɪkris]
[wi bɪliv]

[ə dɪnər]
[ə sɪti]
[ə sɪstər]

[ɪn ə dɪš]
[ɪn ən ɪnč]
[ɪn ə bɪl]

[mɪstər wɪlsən]
[mɪsɪz wɪlsən]
[mɪs wɪlsən]

Memorize the following conversation:

Student A. [mɪstər wɪlsən ɪz ə tičər]
Student B. [hi tičɪz prənənsiešən]
Student A. [yɛs æn hiz vɛri ɪntrɪstɪŋ]

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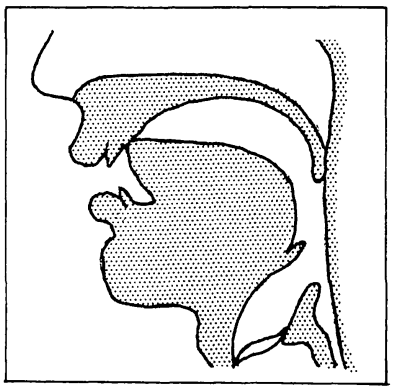
5. Pronunciation of [t] and [d][1]

The tongue touches the tooth ridge in the pronunciation of [t] and [d]. The tongue does not touch the teeth. The sound [t] is a voiceless sound and [d] is voiced.



Tongue position for [t] and [d]

A paper held in front of the mouth will vibrate when you pronounce [t] but not when you pronounce [d]. Observe this in the pronunciation of the following:

[t - t - t - t - t - t]	[d - d - d - d - d - d]
[ti] [taɪ] [to] [tu] [tɔɪ]	[di] [daɪ] [de] [do] [du]
[it] [et] [æt] [ot] [aʊt]	[od] [aɪd] [ed] [æd] [ɛd]

[tam ɪz æz tɔl æz tɪm]
[dæn ɪz æz dark æz dèv]

6. Pronunciation of -ed forms of verbs, phonetically determined

Pronounce the following pairs of words:

repeat [rɪpít]	repeated [rɪpítɪd]
add [æd]	added [ǽdɪd]

Notice that we add the separate syllable [ɪd] when the simple form of the word ends in the sounds [t] or [d].

Pronounce the -ed from of the following words:

[nid]	[æksɛ́pt]	[índɪket]
[æd]	[omít]	[səksíd]
[ɛnd]	[prɪsíd]	[want]

[1] Note to the teacher: These two sounds are introduced here to prepare the student to use them in pronouncing the -ed forms of verbs. A more complete explanation with diagram and exercises will be found in Lesson XII.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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Pronounce the following pair of words:

live [lɪv] lived [lɪvd]

Notice that we add [d] because the final sound in [lɪvd] is voiced.[1] Do not add an extra syllable.

Pronounce the following pair of words:

miss [mɪs] missed [mɪst]

Notice that we add [t] because the final sound of [mɪs] is voiceless. Do not add an extra syllable.

Pronounce the -ed form of the following words:

[yuz]	[tɔk]	[swálo]	[dɪskə́s]
[kɔz]	[laɪk]	[stə́di]	[prənaúns]
[mɪs]	[pæs]	[íkwəl]	[ɛkspɾɛ́s]
[lɪv]	[sərv]	[ænsər]	[ɛkskyúz]

Pronounce the -ed form of the following words. Add a separate syllable in the pronunciation only when the final sound is [t] or [d].

like	indicate	discuss
taste	pass	study
serve	excuse	accept
miss	need	express
add	omit	pronounce

Use the -ed form of the words from the above list in the following sentences:

I _____ it yesterday.

I _____ them yesterday.

Pronounce the following sentences:

[ðə bɔɪ laɪkt ɪŋglɪš]	[ši laɪkt ɪŋglɪš]
[ðə bɔɪ laɪkt spǽnɪš]	[ši laɪkt spǽnɪš]
[ðə bɔɪ laɪkt frɛnč]	[ši laɪkt frɛnč]
[ðə bɔɪ nídɪd ɪŋglɪš]	[ši nidɪd ɪŋglɪš]
[ðə bɔɪ nídɪd spǽnɪš]	[ši nidɪd spǽnɪš]
[ðə bɔɪ nídɪd frɛnč]	[ši nídɪd frɛnč]

[1] Do not over-emphasize the pronunciation of [d]. It is helpful to lengthen the vowel sound preceding the [d] rather than make the [d] too strong.

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[hi laɪkt ɪŋglɪš]
[hi nídɪd íŋglɪš]
[hi prənaúnst íŋglɪš]
[hi dɪskə́st íŋglɪš]
[hi stə́did íŋglɪš]

[ðe laɪkt ɪŋglɪš]
[ðe nídɪd íŋglɪš]
[ðe prənaúnst íŋglɪš]
[ðe dɪskə́st íŋglɪš]
[ðe stə́did íŋglɪš]

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LESSON IV

PRONUNCIATION

1. Pronunciation of [e] and [ɛ]
2. Pronunciation of [ɛ] and [ɪ]
3. Pronunciation of [r] (after vowels)
4. Intonation
5. 2-4 intonation curve
6. Intonation of the pattern ENGLISH CLASS, TEA CUP, etc.

Review

a) Review the following conversation from memory:

Student A. Mr. Wilson is a teacher.
Student B. He teaches pronunciation.
Student A. Yes, and he's very interesting.

b) Pronounce the following pair of sentences:

This is a sheep. This is a ship.

c) Pronounce the following sentences. Pay particular attention to the [t], [d], and [ɪd] endings.

1. [aɪ stədid ðə ˌlɛsən]
2. [ši ɛksplend ðə ˌprɑbləm]
3. [hi rɪpitɪd ðə ˌwərdz]
4. [ðe prənaʊnst ðə ˌwərdz]
5. [ðə lɛtər əraɪvd ˌyɛstərdi]
6. [ðe lɪvd ɪn pəˌru]
7. [hi wantɪd ə nu ˌbʊk]
8. [ðə tičər ænsərd ðə ˌkwɛsčənz]
9. [ðe nidɪd əˌpɛn]
10. [ðə studənts ətɛndɪd ðə ˌklæs]

d) Use the past form of the word in parenthesis in the following sentences:

Example: They (answer) the question. They answered the question.

1. They (use) a new book.
2. The teacher (discuss) the lesson.
3. We (pronounce) many words.
4. The doctor (work) at night.
5. The boys (study) in their rooms.
6. They (like) all of the people.
7. The students (arrive) at 10 o'clock.
8. She (live) in Colombia.
9. The teacher (answer) a question.
10. They (like) the food.

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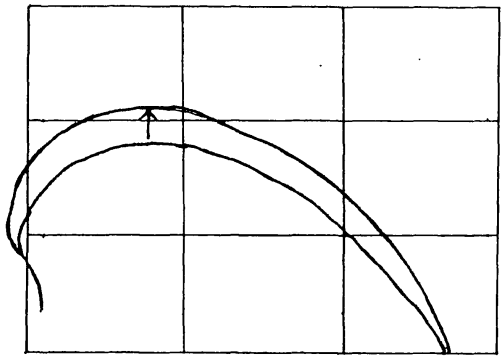
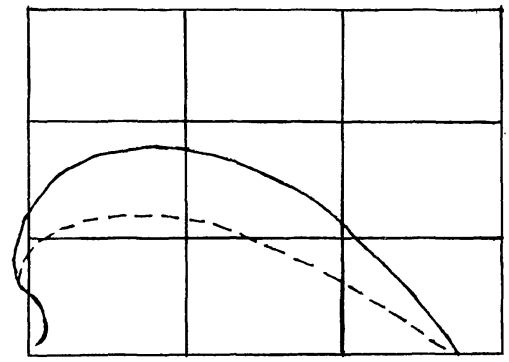
1. Pronunciation of [e] and [ɛ]

During the pronunciation of the vowel [e] the tongue position changes. The tongue begins in a mid front tense position. Then the tongue rises toward a high front position. This change in position causes the vowel to be slightly diphthongized.[1]



The change in tongue position for [e]

In the vowel [ɛ] the tongue position is mid front in a lower position than for [e] and the muscles are lax.



——— Tongue position of [e] non-diphthongized

- - - - - - - Tongue position of [ɛ]

[1] Note to the teacher: If one wishes to symbolize the diphthongization he can indicate the sound by the symbol [eɪ]. This can be used during the first period in teaching this sound because it helps to remind the student of the gliding quality in this vowel.

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Pronounce the following words:

1 [e]	2 [ɛ]
[pen]	[pɛn]
[sel]	[sɛl]
[met]	[mɛt]
[bet]	[bɛt]
[led]	[lɛd]
[wet]	[wɛt]
[let]	[lɛt]

Pronounce the following pairs of sentences:

(a) 1. He has a pain [pen].
2. He has a pen [pɛn].

(b) 1. They are going to sail [sel] the boat.
2. They are going to sell [sɛl] the boat.

Pronounce the following groups of words:

[ɪts ə lɛtər]	[ɪts ə nem]
[sɛnd ə lɛtər]	[ətɛnd ə klæs]
[mek ə det]	[ðə sem plet]
[hiz ə frɛnd]	[ðə sem lɛtər]
[hiz ə gɛst]	[nɛvər let]
[si ðə ledi]	[gɛt ə lɛtər]
[ðə sem ledi]	[spɛnd ðə məni]

Memorize the following conversation:

Student A. [du wi hæv ən ɛgzæmɪnešən tədɛ]

Student B. [yɛs ɪts goɪŋ tə bi æt tɛn]

2. Pronunciation of [ɛ] and [ɪ][1]

Notice the difference in tongue position for the sounds [ɛ] and [ɪ].

[1] Note to the teacher: The distinction between [ɛ] and [ɪ] is likely to be more difficult than the distinction between [e] and [ɛ] and needs special attention.

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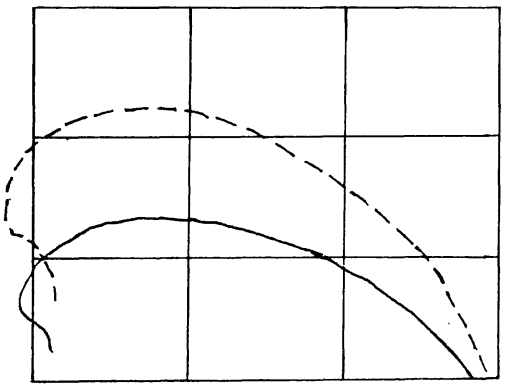

——— Tongue position for [ɛ]

– – – – – – – – Tongue position for [ɪ]

Pronounce the following words:[1]

1 [ɪ]	2 [ɛ]
[pɪn]	[pɛn]
[sɪl]	[sɛl]
[mɪt]	[mɛt]
[bɪt]	[bɛt]
[lɪd]	[lɛd]
[wɪt]	[wɛt]
[lɪt]	[lɛt]

Pronounce the following pairs of sentences:

(a) 1. She has a red pin [pɪn].
2. She has a red pen [pɛn].

(b) 1. This is bitter [bɪtər] tea.
2. This is better [bɛtər] tea.

Memorize the following conversation:

Teacher A. [hwɛn du wi it ɾɪnər]

Teacher B. [æt sɪks əklak]

Teacher A. [ɪts sɪks tɛn aɪm let]

3. Pronunciation of [r] after vowels

An English [r] can be produced with the tongue in several different positions. English speakers, however, usually produce the following kind of [r].

[1] Note to the teacher: The sounds [ɪ] and [ɛ] can also be contrasted with [i] if this seems advisable.

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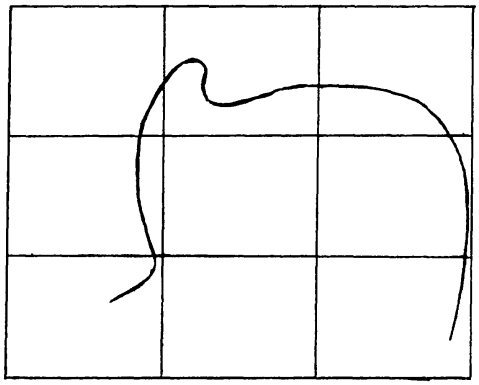
At the beginning of the [r] sound the tip of the tongue is turned up sharply toward the palate and the lips are slightly rounded. The voiced sound is continuous from the vowel sound to the [r] sound which follows it.

Notice that there is no contact of the tongue with the palate and the tongue does not vibrate.



Tongue position for [r]

Pronounce [a]; then during the sound, turn the tip of the tongue up toward the palate. Perform the same experiment and tighten the muscles of the throat.

Pronounce the following words and sentences:

[ɔr]	[ar]	[ɛr]	[ɪr]	[ʊr]
[pɔr]	[kar]	[fɛr]	[hɪr]	[pʊr]
[mɔr]	[far]	[hwɛr]	[nɪr]	[pyʊr]
[stɔr]	[star]	[ðɛr]	[wɪr]	[kyʊr]
[kwɔrtər]	[gardən]	[kɛrfʊl]	[nɪrli]	[šʊrli]

[hwɛr ər ðə bʊks]

[ðə bʊks ər hɪr]

[ðə stɔr ɪz far frəm hɪr]

[ðə kar ɪz nɪr ðə haʊs]

Memorize the following conversation:

Doctor A. [hwɛr ər yə goɪŋ]

Doctor B. [aɪm goɪŋ tə ðə stɔr]

Doctor A. [ɪz ɪt far frəm hɪr]

Doctor B. [no ɪts vɛri nɪr]

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4. Intonation

Intonation changes the meaning of sentences in English. If you do not use the accepted intonation forms, people will not understand you.

English uses four pitches or tones. These four pitches are not absolute tones equivalent to precise musical notes. They are related to each other. For convenience we represent American English pitch as follows:

$\overline{\text{la}}$ (extra high)	1
$\bar{\text{la}}$ (usual stressed tone)	2
$\underline{\text{la}}$ (normal)	3
$\underline{\text{la}}$ (low, final)	4

A vertical line indicates that the pitch changes between syllables.

lə⌋ la ⌊ lə

A diagonal or sloping line indicates that the pitch changes within a syllable.

lə⌋ l⌒a

Read the following syllables and groups of words slowly. Then read them rapidly. Then make the interval between pitches very small and very great.[1]

[1] Note to the teacher: There are two varieties of pitch sequences, the formal type of basal sentence endings used in ordinary, calm statements of fact, such as the 2-4 pattern to be taught in this lesson, and the type expressive of various emotions. In these lessons attention is first given to the basal, formal types for student production and later to the expressive types for recognition.

In this exercise there is some practice in varied sequences in order to train students in hearing differences. Students who have difficulty may hear the pitches more readily if they are whistled, or hummed, or played on a slide whistle. In the first exercises very slow reading with separated syllables and exaggerated pitch changes may also help the students to notice the pitch changes. Once the students can hear the pitch changes, however, it is advisable to repeat the syllables rapidly, particularly in the sample sentences, since slow, exaggerated delivery sounds different from normal delivery.

Individual speakers of English vary considerably in the pitch intervals which they use, but the general pitch system of four levels remains very much the same. Pronounce pitch three with your ordinary basal tone; pitch two at your normal height for stressed syllables; pitch four at your normal utterance of unstressed syllables at the end of a statement.

Speech includes pitch, speed, and rhythmic grouping. The instructions to pronounce a phrase as a single word have been designed to assist rhythmic utterance. In this exercise stressed vowels are written [a] and unstressed vowels [ə] to the same end.

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a)	də da də	ðə lɛsən	də da də	ðɪs mɔrnɪŋ
	də da də	ðə tičər	də da də	ðɪs ivnɪŋ
b)	də da də	spik sloli	də da də	ə daktər
	də da də	spik klɪrli	də da də	ə lɔyər
c)	da da	yɛs yɛs	da da	ǰan ǰan
	da da	no no	da da	ǰɪm ǰɪm
d)	də da	ðə klæs	də də da	tə ðə klæs
	də da	ðə pɛn	də də da	tə ðə rum
e)	[ɪn ðə haʊs]		[ɪn ðə haʊs]	
	[an ðə dɛsk]		[an ðə dɛsk]	
	[frəm ðə yunɪvərsɪti]		[frəm ðə yunɪvərsɪti]	

5. The 2-4 intonation curve

The sequence of pitches or the rise and fall of the voice in a sentence is the intonation of the sentence. Listen to the following sentence.

The lesson is difficult.

The most significant part of the intonation of this sentence is the intonation curve of the word difficult. The most important intonation curve of a sentence begins at the last heavily stressed syllable of the sentence.

Pronounce the following phrase.

in the city

The word that is emphasized in this group of words is city. The accented syllable is pronounced on pitch 2. The syllable that follows is pronounced on pitch 4. This is called 2-4 intonation. We can emphasize the important part of a sentence by using the 2-4 intonation.

Pronounce the following phrases with 2-4 intonation.

[æt hom]	[ðə bʊk]
[ðə studənt]	[ə daktər]
[ɪz ridɪŋ]	[ɪz ɪntrɪstɪŋ]
[ðə yunɪvərsɪti]	[ðə klæs]

Pronounce the following sentence in imitation of the teacher.

[ðə studənts kloz ðɛr bʊks]

The last word that is emphasized in this sentence is [bʊks]. Notice the change of pitch on this word. In English the change of tone or pitch on the last emphasized word is most important

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Pronounce the following sentences:

[ši əndərstændz ðə kwɛsčənz]

[ðə mɛn ər æt hom]

[ðə mægəzinz ər vɛri ɪntrɪstɪŋ]

[šiz ə byutɪful wʊmən]

Which words are emphasized in the following sentences?

[hwɛr ɪz ðə mæn] [hwɛr ar yu frəm]

Pronounce the following sentences:

[hwət ɪz ər nem]

[hwɛn ɪz i kəmɪŋ]

[ɪz i ə tičər]

[dəz i laɪk mɪlk]

Notice that we can use the same intonation in questions that we use in statements. Pronounce the following sentences as marked:

[hwət ɪz ɪz nem] [hwɛn ɪz i goɪŋ]

[hwət ɪz ɪz kəntri] [hwɛn ɪz i kəmɪŋ]

[ɪz i ə tičər] [dəz i laɪk mɪlk]

[ɪz i ə studənt] [dəz i laɪk wɔtər]

[ɪz i ə daktər] [dəz i laɪk kɔfi]

[ɪz i ə lɔyər] [dəz i laɪk frut]

Mark the following sentences with 2-4 intonation. Emphasize the last important word.

1. [ðə stúdənts kloz ðɛr bʊks]
2. [ši əndərstǽndz ðə kwésčənz]
3. [hwɛr ər ðə mɛn]
4. [ðe ər stádɪɪŋ æt ðə yunɪvə́rsɪti]
5. [ðə kɔ́fi ɪz swit]
6. [ðə mægəzínz ər ɪ́ntrɪstɪŋ]
7. [ar ðə dáktərz góɪŋ tə go]
8. [ðə yəŋ gərlz wər ridɪŋ]
9. [šiz ə byútɪful wʊ́mən]
10. [ðə mæn wɔkt tə klæs yɛ́stərdi]
11. [ɪz ðə stúdənt ə dáktər]
12. [ðə mæn spiks ɪŋglɪš]

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13. [dəz ši ətɛ́nd ðə yunɪvə́rsɪti]
14. [dɪd ðə stúdənts rɪsív sɛ́vrəl lɛ́təɾs]
15. [ðɪ íŋglɪš lǽŋgwɪʃ ɪz vɛ́ri dífɪkəlt]

6. Intonation of the pattern ENGLISH CLASS, TEA CUP, etc.

The teacher will pronounce the following phrases. Mimic his intonation.[1]

(a)	(b)	(c)	(d)
English class	tea cup	post office	telephone book
grammar class	drug store	phone number	vocabulary class
Spanish class	shoe store	word order	English teacher
coffee cup	book store	pronunciation class	Spanish teacher

Pronounce the following sentences. Pay particular attention to the intonation.

This is an English class. The English class is important.
This is a grammar class. The grammar class is important.
This is a Spanish class. The Spanish class is important.
This is a pronunciation class. The pronunciation class is important.
This is a vocabulary class. The vocabulary class is important.

He's an English teacher. The English teacher is interesting.
He's a Spanish teacher. The Spanish teacher is interesting.
He's a French teacher. The French teacher is interesting.

Where is the post office? The post office is on Main Street.
Where is the drug store? The drug store is on Main Street.
Where is the shoe store? The shoe store is on Main Street.
Where is the book store? The book store is on Main Street.

[1] Note to the teacher: The tendency of students is to emphasize the last word in these word groups. They need practice in using the 2-4 intonation on the first element of these groups.

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LESSON V

PRONUNCIATION

1. Pronunciation of [æ]
2. Pronunciation of [r] before vowels
3. 2-3 2-4 intonation
4. Reduced form of GOING TO
5. Pronunciation of negative forms
6. Change of vowel in unaccented syllable

Review

a) Review these conversations from memory.

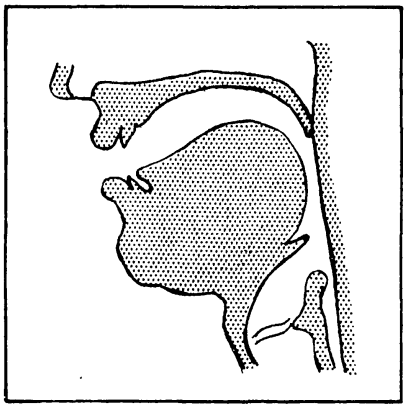
1. Student A. Do we have an examination today?
   Student B. Yes, it's going to be at ten.
2. Teacher A. When do we eat dinner?
   Teacher B. At six o'clock.
   Teacher A. It's six ten. I'm late.
3. Doctor A. Where are you going?
   Doctor B. I'm going to the store.
   Doctor A. Is it far from here?
   Doctor B. No. It's very near.

b) Pronounce the following sentences with the 2-4 intonation as marked.

The man is a ⌈doctor.
He's studying ⌈English.
What ⌈country is he from?
He's from Co⌈lombia.
Is he a good ⌈student?
Yes, he studies very ⌈much.

1. Pronunciation of [æ]

The sound [æ] is pronounced with tongue relaxed in low front position. The tip of the tongue touches the back of the lower teeth. The lips are spread as in a smile. The muscles of the throat are tense.



Tongue Position for [æ]

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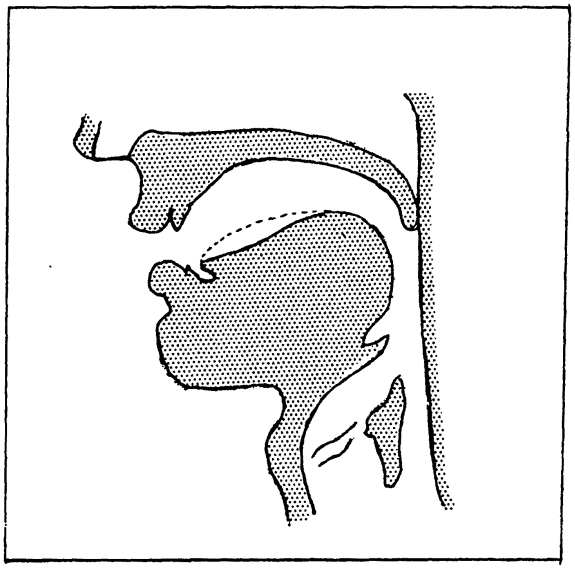
The sound [æ] is pronounced with the tongue in a lower position than for [ɛ]. Notice the difference in tongue position between the two sounds in the diagram below.



——— Tongue position in [æ]

---------- Tongue position in [ɛ]

Pronounce the following words:

1 [æ]	2 [ɛ]
[æd]	[ɛd]
[mæn]	[mɛn]
[sæd]	[sɛd]
[pæn]	[pɛn]
[læd]	[lɛd]
[læs]	[lɛs]
[bæd]	[bɛd]
[bæt]	[bɛt]
[sæl]	[sɛl]

Pronounce the following pair of sentences:

The man [mæn] wanted a letter.

The men [mɛn] wanted a letter.

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Pronounce the following:[1]

[æd]
[sæt]
[fæst]
[bæd]
[əndərstænd]
[læŋgwɪʃ]
[kæmpəs]
[kæš ə čɛk]
[æsk ə kwɛsčən]
[tu glæsɪz]
[ðɪs æftərnun]

[mæn]
[læst]
[pæn]
[læk]
[glæs]
[blækbɔrd]
[stæmp]
[an ðə kæmpəs]
[aɪ əndərstænd]
[ɪn ðə klæs]
[an ðə blækbɔrd]

[hæt]
[æsk]
[æftərnun]
[ðe it fæst]
[ðe rən fæst]
[ðe rart fæst]
[ðe wɔk fæst]

[hwɛr ɪz yər hæt]
[ɪz yər hæt blæk]

[ɪts an ðə ræk]
[no ɪts tæn]

Memorize the following conversation:

Engineer A. [hwɛrz ðə mæn]

Engineer B. [hiz ɪn klæs]

2. Pronunciation of [r] before vowels

The [r] sound is pronounced by raising the tip of the tongue toward the top of the mouth. The tongue does not touch the top of the mouth. Pronounce car, store, near, more, there, far, here, where.

In pronouncing [r] at the beginning of words or syllables there is no contact or vibration of the tongue against the top of the mouth. Pronounce room [rum]. Lips are rounded. Pronounce read [rid] and look in a mirror. Practice pronouncing [r] very slowly with rounded lips.[2]

---

[1] All words in this list are spelled with a and pronounced [æ]: ask [æsk]; bad [bæd], etc. The teacher should point this out to the student as being one of the regularities of English spelling. He should caution the student, however, that the exceptions are many.

[2] Note to the teacher: For Spanish-speaking students and others who use a flap [r] in their own language use the following exercise: Pronounce Spanish flap [r]. Turn the tongue back until it can no longer touch the roof of the mouth. Round lips and continue to pronounce [r]. It will approximate the American [r]. (For a fuller description of this technique, see article by Robert Lado, Language Learning, Volume I, Number 3, pp. 20-23.)

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Pronounce the following:

[rum][1]	[raɪt]	[ren]
[rɑd]	[rɪd]	[raʊnd]
[rɔŋ]	[rɛd]	[rənɪŋ]
[rost]	[ræt]	[rɪdɪŋ]
[rɑp]	[rən]	[raɪtɪŋ]

[ə nu rum] [raɪt ə lɛtər] [rid ə buk]

[ə waɪd rum] [raɪt ə nem] [rid ə lɛtər]

[ɪts renɪŋ] [aɪm rɪdɪŋ] [aɪm raɪtɪŋ]

[aɪm rɪdɪŋ ə rɛd buk] [aɪm raɪtɪŋ ðə nəmbər əv ðə rum]

[ðə ræt ræn əraʊnd ðə rum]

Memorize the following conversations:

Doctor A. [hwɛr ɪz yər rum]

Doctor B. [ɪts nɪr ðə rækəm bɪldɪŋ]

Lawyer A. [du yə rid ɪŋglɪš]

Lawyer B. [yɛs aɪ rid æn raɪt ɪŋglɪš]

3. 2-3 2-4 intonation

Pronounce the following sentences after the teacher.

a) [ðə prəfɛsər tičɪz ðə lɛsən]

In this sentence we are emphasizing lesson. We use the 2-4 intonation to emphasize.

b) [ðə prəfɛsər tičɪz ðə lɛsən]

In this sentence we are emphasizing or pointing out professor and lesson. Notice that we are using the 2-4 intonation to emphasize these two words.

If we want to pronounce this sentence more rapidly, we say

c) [ðə prəfɛsər tičɪz ðə lɛsən]

Notice the difference in intonation between sentence (b) and sentence (c). In sentence (b) the intonation on professor is 2-4 and in sentence (c) it is 2-3. When we want to pronounce longer sentences more rapidly and we want to emphasize more than one word, we use the 2-3 intonation in the middle of the sentence and 2-4 at the end.

---

[1] Note to the teacher: Practice the [r] sound before rounded vowels first so that the student will automatically round the lips. Then practice the [r] sound before unrounded vowels.

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Pronounce the following sentences after the teacher:

a) [ðə ti̍čər hæz ə bʊk]
[ðə ti̍čər hæz ə læmp]
[ðə ti̍čər hæz ə paɪp]
[ðə ti̍čər hæz ə waɪf]
[ðə ti̍čər hæz ə bʊk]

b) [hi stə̍diz ðə lɛ̍sən]
[ši stə̍diz ðə lɛ̍sən]
[wi stə̍di ðə lɛ̍sən]
[hi æ̍nsərz ðə kwɛsčənz]
[ši æ̍nsərz ðə kwɛsčənz]
[wi æ̍nsər ðə kwɛsčənz]
[hi no̍tɪsɪz ðə ti̍čər]
[ši no̍tɪsɪz ðə ti̍čər]
[wi no̍tɪs ðə ti̍čər]

c) [maɪ dɔ̍tər wəz bɪ̍zi]
[hɪz dɔ̍tər wəz bɪ̍zi]
[hər dɔ̍tər wəz bɪ̍zi]
[hɪz æ̍nsər wəz šɔ̍rt]
[hər æ̍nsər wəz šɔ̍rt]
[ar brɛ̍kfəst wəz ə̍rli]
[ðɛr dɪ̍nər wəz ə̍rli]
[hɪz fa̍ðər wəz bɪ̍zi]

d) [ðə kɔ̍fi wəz ɪkspɛ̍nsɪv]
[ðə ti̍čər wəz yə̍ŋ]
[ðə ti̍čərz wər yə̍ŋ]
[ðə bɔ̍tər wəz ɪkspɛ̍nsɪv]
[ðɪ æ̍nsərz wər pə̍rfɪkt]
[ðə wʊ̍mən wəz ə̍rli]
[ðə le̍di wəz yə̍ŋ]
[ðə le̍diz wər yə̍ŋ]

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4. Reduced form of GOING TO

Notice the reduced form of going to in the following sentences.[1]

[hiz goɪŋ tə ríd] [ðə bɔɪz ər goɪŋ tə ríd]
[hiz goɪŋ tə ràɪt] [ðə bɔɪz ər goɪŋ tə ràɪt]
[hiz goɪŋ tə sɪŋ] [ðə bɔɪz ər goɪŋ tə sɪŋ]
[hiz goɪŋ tə tɔ̀k] [ðə bɔɪz ər goɪŋ tə tɔ̀k]

5. Pronunciation of negative forms

Practice the following sentences:

[hi ízənt ə daktər] [ši dəźənt rìd]
[ši ízənt ə dáktər] [ši dəźənt raɪt]
[hi ízənt ə tíčər] [ši dəźənt stədi]
[ši ízənt ə tíčər] [ši dəźənt wərk]
[hi ízənt ə lɔ́yər] [ši dəźənt it]
[ši ízənt ə lɔ́yər]

[aɪm nat ə daktər] [ðe wərnt ìzi]
[aɪm nat ə tíčər] [ðe wərnt dífɪkəlt]
[aɪm nat ə lɔ́yər] [ðe wərnt íntrɪstɪŋ]
[aɪm nat ə prəfɛ́sər] [ðə wərnt gʊd]
[aɪm nat ə dɛ́ntɪst] [ðe wərnt bæd]
[aɪm nat ə nərs] [ðe wərnt smɔl]

[hi dɪdənt rìd] [ɪt wəźənt ìzi]
[hi dídənt raɪt] [ɪt wəźənt dífɪkəlt]
[hi dídənt stədi] [ɪt wəźənt íntrɪstɪŋ]
[hi dídənt wərk] [ɪt wəźənt gʊd]
[hi dídənt ænsər] [ɪt wəźənt bæd]
[hi dídənt it] [ɪt wəźənt smɔl]

[1] You will also frequently hear an extreme reduction of going to [gənə] in such a sentence as the following: [aɪm gənə stədi tənaɪt]

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6. Change of vowel in unaccented syllable

Which is the loudest or accented syllable in definite? The first syllable, DE-finite. In explain? The last syllable, ex-PLAIN. In university? The third syllable, uni-V-ERsity. Notice that one syllable is always pronounced more loudly than the others in every word of more than one syllable.

The vowel in unaccented syllables is usually [ɪ], [ɛ], or [ə]. In some words the vowel in an unaccented syllable disappears. For example, comfortable, [kə́mftəbəl]; interesting, [ɪ́ntrɪstɪŋ]; chocolate, [čɔ́klət].

Observe the pronunciations of the following words. Notice that the pronunciation of the accented syllables does not vary; notice that the vowels of the unaccented syllables are different.

[ɛksplén]	[dɛ́fɪnɪt]	[yunɪvə́rsɪti]
[ɪksplén]	[dɛ́fənət]	[yunəvə́rsəti]

Two speakers often pronounce the same unaccented syllable differently, and one person often pronounces the same unaccented syllable differently on different occasions.

You will find many differences similar to those in the above words, but the quality of the accented vowels practically does not fluctuate.

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LESSON VI

PRONUNCIATION

1. Pronunciation of [ə] and [a]
2. Pronunciation of [a] contrasted with [æ]
3. Pronunciation of [aɪ]
4. Pronunciation of [r] after consonants
5. Reduced forms of OUR, YOUR, HIS, HER
6. Rhythm
7. Emphasis by intonation

Review

a) Review these conversations from memory.

1. Teacher A. Where is the man?
   Teacher B. He's in class.

2. Student A. Where is your room?
   Student B. It's near the Rackham Building.

b) Pronounce the following words. Notice that all the words in the list are regularly spelled with the letter a but pronounced [æ].

[æ]

bat	sat	lad	hat	lack
man	sad	slap	ask	back
pan	bad	mat	add	last

c) Pronounce the following words. Notice that all the words in the list are regularly spelled with the letter e but pronounced [ɛ].

[ɛ]

bet	men	pen	set	bed
led	fed	met	net	red
less	pens	pets	bets	test

d) Pronounce the following sentences making a contrast between the sounds [æ] and [ɛ].

I said, " man."	I said, " lad."
men	led
bat	past
bet	pest
pan	last
pen	lest
bad	pans
bed	pens

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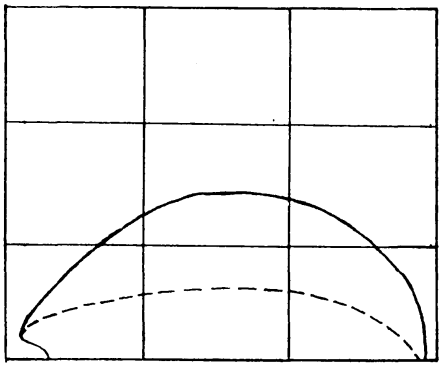
1. Pronunciation of [ə] contrasted with [a]

In the vowel [ə] the tongue position is mid central, and the lips are unrounded. This sound is pronounced with tense muscles in stressed syllables, it is pronounced with relaxed muscles in unstressed syllables. Pronounce come [kəm] and about [əbaʊt].

In the vowel [a] the tongue position is low central. The muscles are relaxed. The tongue is farther back than for [æ] and lower than for [ə]. Notice the difference in tongue position for [ə] and [a] in the diagram.



——— Tongue position for [ə]

- - - - - - - - Tongue position for [a]

Pronounce the following words. When the teacher tells you that your pronunciation is not exactly correct, move your tongue higher, lower, farther front, or farther back or make the sound longer in order to mimic the teacher exactly.

1 [ə]	2 [a]
[səm]	[sam]
[sək]	[sak]
[pət]	[pat]
[kət]	[kat]
[hət]	[hat]
[lək]	[lak]
[nət]	[nat]
[kəp]	[kap]

Pronounce the following pair of sentences:

1. There's a duck [dək].
2. There's a dock [dak].

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Pronounce the following sentences:

[ɪts nat hat]

[hiz itɪŋ lənč]

[aɪ laɪk ɪt vɛri məč]

Memorize the following conversations:

Doctor W. [ar yə həŋgri]

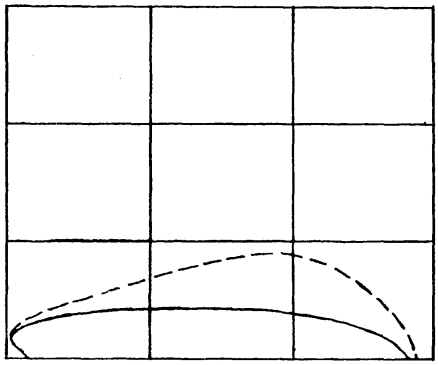
Doctor R. [no aɪm nat]

Doctor L. [ar yə həŋgri]

Doctor M. [yɛs aɪm goɪŋ tə it lənč naʊ]

2. Pronunciation of [a] contrasted with [æ]

Notice the difference in tongue position for the sounds [a] and [æ].



——— Tongue position for [a]

– – – – – – – – Tongue position for [æ]

Pronounce the following words:

1 [a]	2 [æ]
[sam]	[sæm]
[sak]	[sæk]
[pat]	[pæt]
[kat]	[kæt]
[hat]	[hæt]
[lak]	[læk]
[nat]	[næt]
[kap]	[kæp]

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Pronounce the following sentences:

[ðə mæn ɪz nat həŋgri]

[ðə klæs bɪgɪnz æt et əklak]

[hi æsks mɛni kwɛsčənz]

Memorize the following conversation:

Tall man: [aɪ want ə nu hæt]

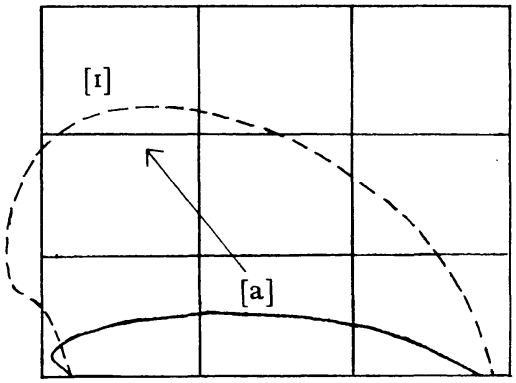
Short man: [hau məč məni du yə hæv]

Tall man: [aɪ hæv faɪv dalərz]

Short man: [ðæts nat ənəf lɛts go tə ðə bæŋk]

3. Pronunciation of [aɪ]

The tongue position changes during the pronunciation of [aɪ]. The tongue begins in the position for [a]. This sound is made very long. Then the tongue moves to the position for [ɪ]. The muscles are relaxed during the pronunciation of [aɪ].



Change in tongue position for [aɪ]

Pronounce the following words and sentences:

[faɪv]	[naɪn]	[taɪm]	[paɪp]	[baɪ]	[aɪm]
[laɪk]	[hwaɪt]	[raɪt]	[čaɪld]	[naɪf]	[waɪf]

[ðə čaɪld ɪz baɪɪŋ səm aɪs krim]

[aɪm goɪŋ tə baɪ ə naɪf æn ə paɪp]

[hɪz waɪf ɪz baɪɪŋ səm hwaɪt pepər]

[ðə čaɪld ɪz faɪv yɪrz old]

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Practice the following conversation:

Student A. [du yə hæv ˈraɪtɪŋ pepər]

Student B. [yɛs hwət ˈkaɪnd du yə ˈwant]

Student A. [aɪ want səm ˈhwaɪt pepər]

4. Pronunciation of [r] after consonant

Pronounce [rum, rod, rid, rən, ræn] with rounded lips and without touching the tongue to the top of the mouth.

[pərə́]	[pərə́]	[prə]	[bərə́]	[bərə́]	[brə]
[kərə́]	[kərə́]	[krə]	[gərə́]	[gərə́]	[grə]
[tərə́]	[tərə́]	[trə]	[dərə́]	[dərə́]	[drə]
[spərə́]	[spərə́]	[sprə]	[stərə́]	[stərə́]	[strə]

Pronounce the following words and sentences:

[grin]	[tri]	[krim]	[praɪs]	[brəš]
[tren]	[drɛs]	[strit]	[sprɪŋ]	[tre]

[ə braʊn ˈdrɛs] [ə grin ˈtri]

[aɪs ˈkrim] [ə lɔŋ ˈstrit]

[ši hæs ə braʊn ˈdrɛs] [ɪz ðə ˈtren hɪr]

[ðə tri ɪz ˈgrin] [aɪ laɪk aɪs ˈkrim]

Memorize the following conversations:

Student A. [hwət ˈkələr ɪz ər ˈdrɛs]

Student B. [ɪts ˈbraʊn]

Student A. [hwət ˈkələr ɪz ɪz ˈtaɪ]

Student B. [ɪts ˈgrin]

5. Reduced forms of OUR, YOUR, HIS, HER

Pronounce the following group of words:

[ðə mænz ɪn yər ˈhaʊs]	The man's in your house.
[ðe nid ar ˈbʊks]	They need our books.
[hwəts ər ˈnem]	What's her name?
[hwəts ɪz ˈnem]	What's his name?
[hwəts yər ˈnem]	What's your name?

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Notice the difference between the reduced form and the full form of the following words:

	Full Form	Reduced Form
our	[aʊr]	[ar]
your	[yʊr]	[yər]
his	[hɪz]	[ɪz]
her	[hər]	[ər]

Pronounce the following word groups and sentences with normal rapid pronunciation. Use the 2-4 intonation curve.

[ɪn ar⌈haʊs]
[ɪn ər⌈rʊm]
[rid ɪz⌈bʊk]
[baɪ ər⌈brɛkfəst]
[sɪŋ ar⌈sɔŋ]
[tə ɪz⌈məðər]
[frəm ər⌈faðər]

[gɪv ɪz⌈hæt]
[gɪv ar⌈hæts]
[šek ɪz⌈hænd]
[šek ər⌈hænd]
[hwəts ɪz⌈nem]
[hwəts ər⌈nem]
[hwɛrz ar⌈dɪnər]

Practice the following conversations using the reduced forms of our, your, his, her.

Lawyer A. Are these _____ books?
B. Yes, they're _____ books.

Secretary A. Where's _____ class?
B. _____ class is in this building.

6. Rhythm

Simple rhythm groups

English syllables are pronounced in groups, not separately.[1] A group of syllables pronounced together is called a rhythm group. Simple rhythm groups have one stressed syllable; several unstressed syllables may precede or follow the stressed syllable. The following are simple rhythm groups.

[1] Note to the teacher: Speakers of English generally unite more words in rhythm groups than speakers of Spanish. Spanish speakers need to learn to pronounce groups of words as units without separation into single words. Spanish speakers also need to learn to recognize the units in rapid speech. For the purpose of teaching this recognition the teacher should use normal rapid pronunciation in all conversation with the class. He should not try to "speak slowly and distinctly" nor separate his words so that the student "will understand more easily." If the teacher finds it necessary to separate words by slow speech, he should repeat the sentence with normal pronunciation.

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[lɪst] [no]

[ɪntrɪstɪŋ] [kwɛsčənz]

[yunɪvərsɪti] [rɪmɛmbər]

Rhythm groups of several words are similar in stress and intonation to rhythm groups of single words. The length of time in the pronunciation of rhythm groups of several words is not necessarily longer than it is in the pronunciation of rhythm groups of single words. Observe the following rhythm groups. Pronounce them.

[ɛnǰɪnɪr]

[ən ɛnǰɪnɪr]

[ə gud ɛnǰɪnɪr]

Notice that the amount of time consumed in pronouncing the first word is the same as that for the last group of words, even though more syllables have been added. Each simple rhythm group (as above) has one word which is being emphasized.

Pronounce the following groups of words in single rhythm groups; pronounce them as single words.

[ðɪ æftərnun] [hæz ə dɔg]

[ðɪ ədrɛs] [hæz ə haus]

[ðɪ ɛksplənešən] [hæz ə sən]

[ðɪ ɪntrədəkšən] [aɪ əndərstænd ɪm]

[ɪn ðə haus] [aɪ rɪmɛmbər ɪm]

[ɪn ðə bæŋk] [hwəts yər nem]

[ɪn ðə postɔfɪs] [hwɛrz ðə bɔɪ]

Sentence rhythm

When rhythm groups are combined in sentences the alternate stressed and unstressed syllables and the alternate high and low pitches form a sentence rhythm. This sentence rhythm may be compared to a series of waves; each simple rhythm group is a separate wave.

The following diagram of sentence rhythm may clarify the preceding discussion. Observe the relation between the stresses in the sentences and the sentence rhythm.

[ðə prəfɛsər tičəz ðə lɛsən]

In sentence rhythm the stressed syllables tend to occur at relatively regular intervals and the waves are relatively uniform. This uniformity is preserved even when the number of syllables in each rhythm group varies. One rhythm group may contain five syllables; another group may contain one syllable; another may contain three syllables; but each group utilizes approximately the same amount of time. When a rhythm group contains many syllables, the syllables are spoken very rapidly, and they are often reduced in order

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to occupy the same amount of time as the preceding rhythm group. When a rhythm group contains only one syllable, the syllable is prolonged in order to occupy the same amount of time needed for other rhythm groups.[1]

Pronounce the following series of syllables. The teacher will indicate the speed of pronunciation by tapping with his pencil.[2] Read the horizontal columns; then read the vertical columns.

là	là	là
lalə	lalə	lalə
lə lalə	lə lalə	lə lalə
lalələlə	lalələlə	lalələlə
lə lalələ	lə lalələ	lə lalələ

Read the following sentences with normal rapid pronunciation. Place the stresses at regular intervals. The teacher will indicate the speed by tapping with his pencil.[3]

[ɪŋglɪš ɪz ízi]
[ɪŋglɪš ɪz ízi]
[ɪŋglɪš ɪz ízi]
[ɪŋglɪš ɪz vɛri ízi]
[ɪŋglɪš ɪz vɛri ízi]
[ɪŋglɪš ɪz vɛri ízi]

[ən ɪŋglɪš lɛsənz ízi]
[ən ɪŋglɪš lɛsənz ízi]
[ən ɪŋglɪš lɛsənz ízi]
[ən ɪŋglɪš lɛsənz vɛri ízi]
[ən ɪŋglɪš lɛsənz vɛri ízi]
[ən ɪŋglɪš lɛsənz vɛri ízi]

---

[1] Spanish speakers often do not adjust the speed of syllables in rhythm groups in English in order to obtain good sentence rhythm. Spanish speakers need to practice the pronunciation of long rhythm groups in order to learn to pronounce them rapidly and adjust them to the sentence rhythm. They need to practice very short rhythm groups in order to learn to prolong them and adjust them to the sentence rhythm.

[2] Note to the teacher: Practice should begin slowly with about one tap per second. Once the students understand the drill, the speed can be increased to about one and one-half or two taps per second. Once the speed is established, maintain the same speed for the rest of the drills. Do not give extra time for extra syllables or the purpose of the drill is lost. Tap once for each rhythm group.

[3] If possible each student should work through all the sentences at one time. However, the entire class may pronounce the sentences in unison; this exercise helps to build up the pressure for speed. Read the sentences with normal rapid pronunciation. If the first sentence is read very rapidly it may be difficult to sustain the rhythm. Adjust the rhythm to the ability of the class but try to sustain a relatively normal rapidity.

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7. Emphasis by intonation

Notice the following sentence.

The student speaks Spanish.

If the student speaks only one language, which word do you want to emphasize in the above sentence? Spanish. Notice the change in pitch on the word which you want to point out.

The student speaks | Spanish.

If you want to show that the student doesn't read or write Spanish, which word do you want to emphasize? Speaks.

The student | speaks | Spanish.

Now you want to emphasize the person who speaks Spanish. Which word do you point out? Student.

The | student speaks Spanish.

In this manner you can emphasize any word in the sentence by using the 2-4 intonation curve.

Pronounce the following sentences:

[ðə studənt spiks | spænɪš]

[ɪts ə | blu | drɛs]

[huz | həŋgri aɪm | həŋgri]

[hiz | hɪr bət | šiz | nat]

Notice that the pitch of the unstressed syllables is low. When the pitch is low on unstressed syllables, more emphasis is given to the syllables with high pitch.

[ðə bɔɪ laɪks | kændi]

[ðə bɔɪ | laɪks | kændi]

[ðə | bɔɪ | laɪks kændi]

[ðə | bɔɪ | laɪks | kændi]

Notice that the intonation curve begins on the stressed syllable. The 2-4 intonation curve is used in order to give emphasis or in order to indicate a contrast.

Practice the following conversations with contrasting emphasis:

Doctor Y. How | are | you?

Doctor X. Just | fine, | thank you. How are | you?

Doctor Y. Very | well, | thank you.

Student A. What are you | doing?

Student B. I'm | reading. What are | you | doing?

Student A. I'm studying | English.

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LESSON VII

PRONUNCIATION

1. Pronunciation of [u] and [ʊ]
2. Pronunciation of [ʊ] contrasted with [ə]
3. Pronunciation of [aʊ]
4. Rhythm drills
5. Reduced forms of HIM, HER, THEM
6. The spelling alphabet

Review

a) Review these conversations from memory.

Doctor W. Are you hungry?
Doctor R. No, I'm not.

Tall man. I want a new hat.
Short man. How much money do you have?
Tall man. I have five dollars.
Short man. That's not enough. Let's go to the bank.

Student A. What color is his tie?
Student B. It's green.

Doctor Y. How are you?
Doctor X. Just fine, thank you. How are you?
Doctor Y. Very well, thank you.

b) Pronounce the following words. Notice that all the words in the list are regularly spelled with the letter o but pronounced [a].

[a]

cot	lot	cop	sock	rock
not	pot	stop	dock	clock
hot	Tom	lock	John	stock

c) Pronounce the following words. Notice that all the words in the list are regularly spelled with the letter u but pronounced [ə].

[ə]

cup	mud	cut	luck	cups
hut	but	bus	truck	stuck
sun	nut	duck	dust	suck

d) Pronounce the following words. Notice that all the words in the list are regularly spelled with the letter a but pronounced [æ].

cap	pat	fat	sack	last
bat	hat	sad	black	fast
cat	rat	tap	pass	ask

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e) Pronounce the following sentences making a contrast between the sounds [a], [ə], and [æ].[1]

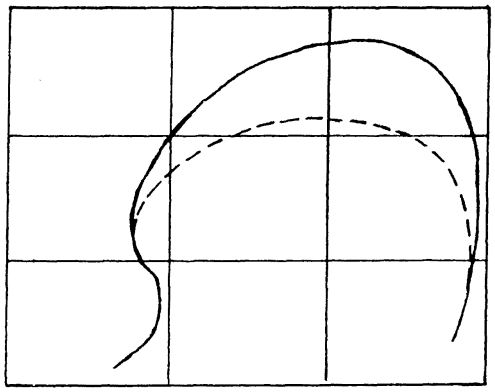
John has a	cot.	I see the	cup.
	dock		cap
	sock		cop
	lock		dock
John has a	cup.		duck
	cut		truck
	bus		track
	truck		hut
John has a	cap.		hat
	bat		stock
	cat		stack
	hat		

1. Pronunciation of [u] and [ʊ]

In the vowel [u] the tongue position is high back; the lips are rounded, and the muscles are tense. Pronounce [rum].

In the pronunciation of the vowel [ʊ] the tongue position is high back; the lips are slightly rounded, and the muscles are relaxed. Pronounce [fʊt].

Notice the difference in tongue position for [u] and [ʊ].



——— Tongue position for [u]

---------- Tongue position for [ʊ]

[1] Note to the teacher: It often helps if the student is told to make the [a] sound very long.

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Pronounce the following words:

1 [u]	2 [ʊ]
[ful]	[fʊl]
[luk]	[lʊk]
[sut]	[sʊt]
[kud]	[kʊd]

Pronounce the following pair of sentences.

Luke [luk], come here.

Look [lʊk], come here.

Pronounce the following words and sentences containing the sound [u].

[rum]	[grup]	[tuθ]	[blu]	[æftərnún]
[šu]	[nu]	[fud]	[spun]	[ču]

[hi hæz ə nu rum] [hwɛr ɪz yər rum]

[ðə nu grup ɪz hir] [ðɪs ɪz ə nu sut]

Pronounce the following words and sentences containing the sound [ʊ].

[gʊd]	[pʊt]	[lʊk]	[fʊt]	[bʊk]
[kʊd]	[šúgər]	[tʊk]	[fʊl]	[šʊk]

[ɪz ðə bʊk gʊd] [hwɛr ɪz ðə šʊgər]

[ðə bʊk ɪz vɛri gʊd] [ðə šʊgər ɪz an ðə tebəl]

Memorize the following conversations:

Student A. [ɪz ðə fud gʊd]

Student B. [yɛs ðə fud ɪz gʊd]

Student A. [ɪz ðə fud gʊd]

Student B. [no ðə fud ɪzənt gʊd]

2. Pronunciation of [ʊ] contrasted with [ə]

Notice the difference in tongue position of the sounds [ʊ] and [ə] in the following diagram. The lips are rounded in the pronunciation of [ʊ] and they are not rounded in the pronunciation of [ə].

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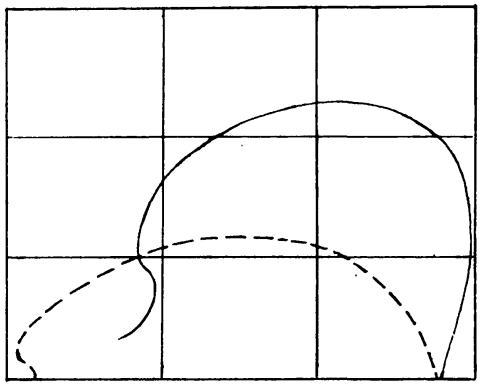


——— Tongue position for [u]

- - - - - - - - - Tongue position for [ə]

Pronounce the following words.

1 [u]	2 [ə]
[kʊd]	[kəd]
[stʊd]	[stəd]
[lʊk]	[lək]
[tʊk]	[tək]
[bʊk]	[bək]

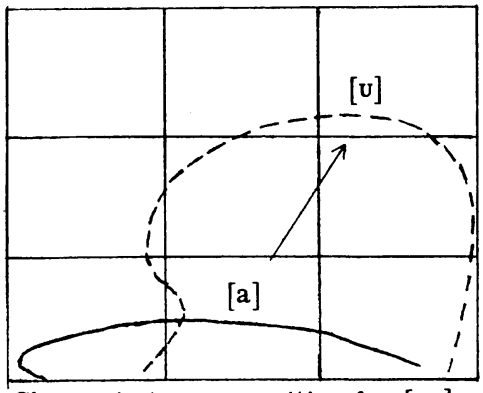
Practice the following conversation:

Student A. [dʊ yə laɪk ðə ˩bʊk˥]

Student B. [˩yɛs aɪ laɪk ɪt vɛri˥ məč]

3. Pronunciation of [aʊ]

In the dipthong [aʊ] the tongue begins in the position for [a]; the tongue is in low central position and the lips are unrounded. During the sound the tongue rises to a high back position and the lips are rounded.



Change in tongue position for [aʊ]

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Pronounce the following words:

[haʊs]	[braʊn]	[aʊt]	[prənaʊ́ns]	[naʊ]
[kaʊ]	[haʊ məč]	[saʊnd]	[blaʊs]	[daʊn]

Pronounce the following phrases with normal rapid pronunciation. Distinguish particularly between [ʊ], [aʊ], and [u].

[ɪn ðə hàʊs]
[ɪn ðə grʊp]
[ɪn ðə bʊk]
[ɪn ðə wʊl]
[ðə braʊn hàʊs]
[ðə pʊr kàʊ]
[ðə gʊd fʊd]
[ðə gʊd šʊgər]

[wɪðaʊt ə dàʊt]
[wɪðaʊt fʊ̀d]
[wɪðaʊt wʊl]
[wɪðaʊt šʊgər]
[ə paʊnd əv šʊgər]
[ən aʊns əv wʊl]
[ə paʊnd əv frʊt]
[ə gʊd blàʊs]

[haʊ məč ɪz ðə bʊk]
[haʊ məč ɪz ðə blàʊs]
[haʊ məč ɪz ðə šʊgər]
[haʊ məč ɪz ðə wʊl]

4. Rhythm drills

Read the following sentences. The teacher will indicate the speed of pronunciation. Read each sentence three times.

[ðə daktərz ə studənt]
[ðə daktərz ə gʊd studənt]
[ðə daktərz ə vɛri gʊd studənt]
[ðə nu daktərz ə vɛri gʊd studənt]
[ðə nu daktərz nat ə vɛri gʊd studənt]

[hi siz ðə bʊk]
[hi siz ðə smɔl bʊk]
[hi nɑ́tɪsɪz ðə smɔl bʊk]
[dəz hi nɑ́tɪs ðə vɛri smɔl bʊk]

[ðɪ ɑ́nər əv ðə stɔr]
[aɪm ðɪ ɑ́nər əv ðə stɔr]
[aɪm nat ðɪ ɑ́nər əv ðə stɔr]
[aɪm nat ðɪ ɑ́nər əv ə vɛri larʃ stɔr]

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5. Reduced forms of HIM, HER, THEM

Pronounce the following sentences.

[aɪ si ɪm]	I see him.
[hi pez ðəm]	He pays them.
[wi no ər]	We know her.

Notice the difference between the reduced form and the full form of the following words:

	Full form	Reduced form
him	[hɪm]	[ɪm]
her	[hər]	[ər]
them	[ðɛm]	[ðəm] or [əm]

Pronounce the following phrases and sentences with normal rapid pronunciation. Use the 2-4 intonation.

[yu no ɪm]	[mɪstər wɪlsən noz ər]
[wi want əm]	[ðə tičər laɪks ɪm]
[wi tek ðəm]	[hi noz ðəm]
[ðe laɪk ər]	[aɪ rɪmɛmbər ər]
[hi hɛlps ɪm]	[wi mit ɪm]

Practice the following conversation:

Student A. [dəz ðə tičər no ər]

Student B. [yɛs hi noz ər]

Substitute him and them in the above conversation.

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6. The spelling alphabet

Letter of the Spelling Alphabet	Name of the Letter	Letter of the Spelling Alphabet	Name of the Letter
a	[e]	n	[ɛn]
b	[bi]	o	[o]
c	[si]	p	[pi]
d	[di]	q	[kyu]
e	[i]	r	[ar]
f	[ɛf]	s	[ɛs]
g	[ǰi]	t	[ti]
h	[eč]	u	[yu]
i	[aɪ]	v	[vi]
j	[ǰe]	w	[dəbəlyu]
k	[ke]	x	[ɛks]
l	[ɛl]	y	[waɪ]
m	[ɛm]	z	[zi]

Spell aloud the following words:

teacher	January	English
hospital	explain	conversation
envelope	zero	understand
friend	frequent	brown
king	examination	year

What are the names of these letters?

g	q	a
j	y	e
k	z	i

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LESSON VIII

PRONUNCIATION

1. Pronunciation of [o] and [ɔ]
2. Pronunciation of [ɔ] contrasted with [ə]
3. Pronunciation of [ɔɪ]
4. Pronunciation of irregular past forms of class 2 words

Review

a) Review these conversations from memory.

1. Student A. Is the food good?

   Student B. Yes, the food is good.

2. Lawyer A. Are these your books?

   Lawyer B. Yes, they're my books.

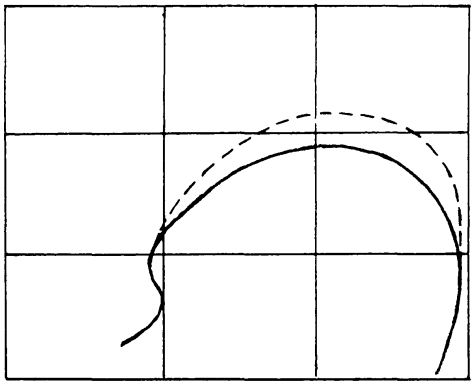
(Substitute our, his, her, for your, in the above conversation.)

b) Spell your name in the English alphabet.

c) What are the names of these letters? i, e, u, w, v, b, k, g, j, o, y, a.

1. Pronunciation of [o] and [ɔ]

In the vowel [o] the tongue position is mid back, the lips are rounded, and the muscles are tense. During the sound [o] the tongue is raised to the high back position. This change in position causes the vowel to be slightly diphthongized.[1] Pronounce go [go].



Change in tongue position for [o]

[1] Note to the teacher: If one wishes to symbolize the diphthongization he can indicate the sound by the symbol [o^{U}]. This can be used during the first period in teaching this sound because it helps to remind the student of the gliding quality in this vowel.

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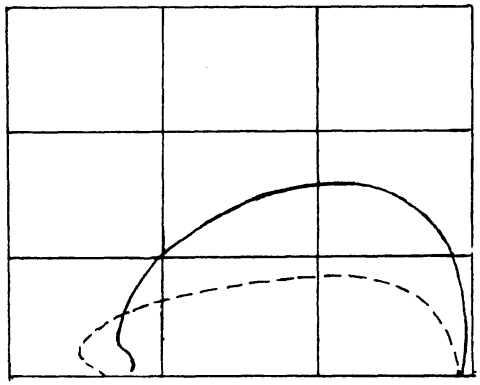
In the pronunciation of [ɔ] the tongue position is low back, the lips are slightly rounded, and the muscles are tense. Pronounce dog [dɔg].

Notice the difference in tongue position for the sounds [o] and [ɔ].



——— Tongue position for [o]

- - - - - - - - Tongue position for [ɔ]

Pronounce the following words:

1 [o]	2 [ɔ]
[lo]	[lɔ]
[fol]	[fɔl]
[bot]	[bɔt]
[not]	[nɔt]
[kold]	[kɔld]
[kot]	[kɔt]
[tost]	[tɔst]
[kol]	[kɔl]

Pronounce the following word groups and sentences.

[o]

[notɪs ɪt]
[opən ɪt]
[kloz ɪt]
[smok ɪt]
[hold ɪt]
[aɪ dont no]
[ɪn ðə kofi]
[ɪn ðə kornər]
[ɪn ðɪ ofɪs]

[ə bol əv frut]
[ðə sut ɪz old]
[ðə kot ɪz nu]
[ðə rum ɪz old]
[pliz kloz ðə wɪndo]
[hi hæz ən old bot]
[aɪ sɔ ðə sɔlt]
[aɪ sɔ ðə fɔrk]
[aɪ sɔ ðə fud]

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[ɪn ðə mɔrnɪŋ]
[ɪn ðə fɔl]
[ɪn ðə stɔr]

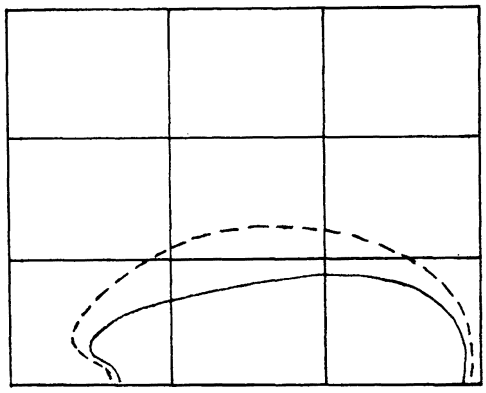
[aɪ sɔ ðə kɔfi]
[hiz ɪn ðɪ ɔfɪs]
[hi bɔt səm kɔfi]

Memorize the following conversation:

Wife. [aɪ bɔt ə nu kɔt]
Husband. [haʊ məč dɪd ɪt kɔst]
Wife. [ɪt kɔst fɔrti dalərz]

2. Pronunciation of [ɔ] contrasted with [ə]

In the pronunciation of [ɔ] the lips are lightly rounded; in [ə] they are unrounded.[1] Notice the difference in tongue position between these two sounds.



——— Tongue position for [ɔ]
– – – – – – – Tongue position for [ə]

Pronounce the following words:

1 [ɔ]	2 [ə]
[bɔt]	[bət]
[kɔt]	[kət]
[kɔl]	[kəl]
[fɔn]	[fən]
[sɔŋ]	[səŋ]
[čɔk]	[čək]

[1] Note to the teacher: Spanish speakers have a tendency to round the lips in pronouncing [ə]. A special attempt should be made to emphasize the difference in lip rounding between these two sounds.

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Pronounce the following sentences:

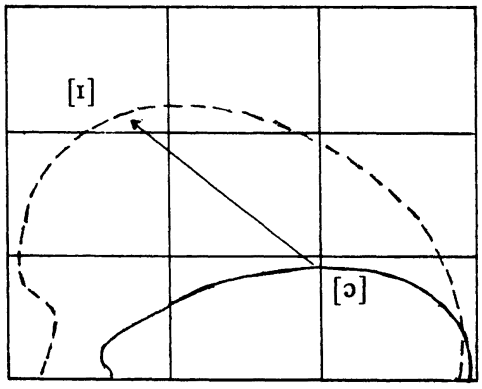
[hiz stədiɪŋ] [ši tɔks ə lat]
[hiz kəmɪŋ] [ðə bətər kɔst ə lat]
[hiz kɔlɪŋ] [ðə bəs ɪz hɪr]
[hiz tɔkɪŋ] [aɪ lɔst ðə məni]

Memorize the following conversation:

Engineer A. [aɪ bɔt ə kar yɛstərdɪ]
Engineer B. [hau məč məni du yə hæv nau]
Engineer A. [nən]

3. Pronunciation of [ɔɪ]

In the pronunciation of [ɔɪ] the tongue begins in a low back position. It then rises and moves forward to a high front position. The first part of the diphthong is pronounced for a longer time than the second part. Pronounce boy [bɔɪ]. The following diagram indicates the change in tongue position during the sound [ɔɪ].



Change in tongue position for [ɔɪ]

Pronounce the following words and groups and groups of words.

[bɔɪ] [ɛmplɔɪ] [ɛnǰɔɪ] [pɔɪnt]
[ðə bɔɪ ɪz kəmɪŋ] [ɛnǰɔɪ ðə fud]
[ðə bɔɪ ɪz itɪŋ] [ɛnǰɔɪ ðə sɔŋz]
[ðə bɔɪ ɪz pleɪŋ] [ɛnǰɔɪ ðə muviz]
[ðə bɔɪ ɪz sɪŋɪŋ] [ɛnǰɔɪ ðə kansərts]
[ðə bɔɪ ɪz goɪŋ] [ɛnǰɔɪ ðə klæsɪz]

Practice the following conversation.

Teacher. [dɪd yə ɛnǰɔɪ ðə muvi]
Student. [yɛs aɪ ɛnǰɔɪd ɪt]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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4. Pronunciation of irregular past forms of class 2 words (arranged as in the vowel chart)

Pronounce the following words. Pay particular attention to the vowel sounds as shown.

			knew	[u]
[ɪ]	did		(put) took (stood) understood shook	[ʊ]
[e]	(came) made ate (gave)		spoke (told) wrote sold	[o]
[ɛ]	spent said left (went) felt (met) read sent	[ə] (was)		
[æ]	had drank sang (sat)	got forgot	bought brought (cost) saw taught thought	[ɔ]
		[a]		

Practice this exercise with the class 2 words from the chart not enclosed in parentheses.

Exercise:

Teacher: I do it.

Student: I did it.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON IX

PRONUNCIATION

1. Pronunciation of [ər]
2. Review of the pronunciation of [r] in all positions
3. Review of [s], [z], and [ɪz] endings on class 1 and class 2 words
4. Pronunciation of irregular plurals of class 1 words
5. Practice on reduced forms
6. Practice on rhythm

1. Pronunciation of [ər]

The sound [ər] is like a vowel. Pronounce the sound [ə]. Raise only the tip of your tongue. Do not touch the top of your mouth with your tongue. Keep the middle of the tongue in the position for the sound [ə]. Round your lips slightly when you pronounce [ər].

Pronounce the following syllables in contrast.[1]

[ə] [ər] [ə] [ər] [ə] [ər] [ə] [ər] [ə] [ər]

Pronounce the following words.

1 [ə]	2 [ər]
[bən]	[bərn]
[bəd]	[bərd]
[bəg]	[bərg]
[šət]	[šərt]
[kət]	[kərt]
[tən]	[tərn]

In order to learn to round your lips in pronouncing [ər] practice the following phrases. Do not stop between the [ər] sound and the [r] sound which follows. Practice the following.

[ər-ru][2] [ər-ru] [ər-ru] [ər-ru]

---

[1] Note to the teacher: These two sounds are contrasted here not because they are confused by Spanish-speakers but because an attempt is being made to retain the same position of the middle of the tongue in both sounds while adding the retroflex [r] to produce [ər]. Spanish-speakers have a strong tendency to pronounce this sound [ər] by raising and fronting the tongue, producing a sound similar to [ɛr]. Likewise in such words as word, learn, girl, etc. the students have a tendency to give the spelling pronunciation.

[2] Note to the teacher: Students often retain the lip rounding after they have pronounced [r]. This results in the sequence [ruid]. This tendency can be averted by having students practice unrounding their lips immediately after pronouncing the [r] sound to produce [rid].

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[ðə tičər ⌈rìdz]¹	[ðə daktər ⌈rìdz]
[ðə tičər raɪts]	[ðə daktər raɪts]
[ðə tičər rənz]	[ðə daktər rənz]
[ðə tičər rot]	[ðə daktər rot]
[ðə tičər rɛd]	[ðə daktər rɛd]

[maɪ ⌈faðər rot ə ⌈lɛtər]
[maɪ brəðər rot ə lɛtər]
[maɪ məðər rot ə lɛtər]
[maɪ sɪstər rot ə lɛtər]
[maɪ tičər rot ə lɛtər]

Pronounce the following words and sentences. Pay particular attention to the [ər] sound. If the teacher tells you that your pronunciation is not acceptable move your tongue into different positions until you can produce the sound satisfactorily.

[wər]	[šərt]	[bátər]	[sístər]
[wərk]	[bərd]	[dɪzə́rt]	[kə́vər]
[lərn]	[fərst]	[ænsər]	[lɛ́kčər]
[gərl]	[tərn]	[bɛ́tər]	[əndərstǽnd]

1. [ðə ⌈gərl ⌈ɪz wɛrɪŋ ə fər ⌈kot]
2. [hiz ⌈goɪŋ tə ⌈čə̀rč]
3. [ðə ⌈gərl ⌈ɪz lərnɪŋ ðə ⌈wə̀rdz]
4. [ɪts ⌈nɛ⌈vər tu let tə ⌈lə̀rn]
5. [tə⌈de ⌈ɪz ⌈Θərz⌈di]
6. [ðə prə⌈fɛ⌈sər wəz ⌈ərli]
7. [ðə ⌈lɛtər ɪz əndər ðə ⌈bʊk]
8. [ðə ⌈tičər gev ə ⌈lɛk⌈čər]
9. [ðə ⌈wərdz ⌈wər izi tə rɪ⌈mɛm⌈bər]
10. [ðə ⌈wərk ⌈wəz ⌈izi]

---

¹Note to the teacher: In groups of sentences such as these in which the intonation is marked on the first sentence the other sentences should be pronounced with stress on the word in the same position within the sentence, e.g. [ðə tičər ⌈rìdz], [ðə tičər ⌈ràɪts], etc.

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Memorize the following conversation.

Teacher: [dɪd yə lərn ðə nu wə̀rdz]

Student: [yɛ̀s aɪ lərnd ðəm yɛ́stərdi]

2. Review of the pronunciation of [r] in all positions

[r] after vowels[1]

The tip of the tongue turns up toward the palate and the lips are slightly rounded. The voiced sound is continuous from the vowel sound to the [r] sound which follows it.

Pronounce the following:

[fɔrk]	[farm]	[fɔrm]	[yard]
[kar]	[čɛr]	[larǰ]	[far]
[tíčər]	[kɔ́rnər]	[gárdən]	[hɪr]

[ðə kar ɪz nɪr ðə hàʊs]

[r] before vowels[2]

At the beginning of the sound [r], the tip of the tongue is turned up sharply toward the palate and the lips are rounded. Voicing begins and the tip of the tongue lowers to produce the vowel which follows [r]; the voiced sound is continuous during the pronunciation of [r] and the vowel which follows [r].

Pronounce the following:

[rud]	[raɪt]	[rot]	[rɛd]
[raʊnd]	[rɔŋ]	[rid]	[rum]
[ráɪtɪŋ]	[rídɪŋ]	[róstɪŋ]	[ráɪdɪŋ]

[aɪm rídɪŋ æn raɪtɪŋ ɪŋglɪš]

[r] after consonants[3]

After stop sounds - [p, t, k, b, d, g] - in the same syllable, [r] is almost voiceless and slightly fricative. Do not touch the tooth ridge or the palate with the tongue.

Pronounce the following:

[drɛs]	[braʊn]	[tri]	[driŋk]
[grin]	[tru]	[gro]	[gret]
[tren]	[praɪs]	[traɪ]	[pruv]

[ðə drɛs ɪz grɪ̀n]

---

[1] For a fuller explanation, diagram, and exercises, see Lesson IV.

[2] For a fuller explanation and exercises see Lesson V.

[3] For a fuller explanation and exercises see Lesson VI.

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Practice the following sentences. Remember that the tongue does not contact or vibrate against the tooth ridge or palate when you pronounce [r] correctly.

What is he reading?	He's reading a book.
What is she reading?	She's reading a book.
What are they reading?	They're reading a book.
What are you reading?	I'm reading a book.
What is he writing?	He's writing some letters.
What is she writing?	She's writing some letters.
What are they writing?	They're writing some letters.
What are you writing?	I'm writing some letters.
What is he wearing?	He's wearing a green suit.
What is she wearing?	She's wearing a green suit.
What are they wearing?	They're wearing green suits.
What are you wearing?	I'm wearing a green suit.
Where is he?	He's in the garden.
Where is she?	She's in the garden.
Where are they?	They're in the garden.

3. Review of [s], [z], and [ɪz] endings on class 1 and class 2 words[1]

Pronounce the following sentences using the appropriate forms:

The student_ are here.	The table_ are here.
doctor_	chair_
teacher_	book_
lawyer_	hat_
nurse_	glove_
professor_	watch_
boy_	blouse_
girl_	sock_
secretary_	paper_
engineer_	pen_

[1] For a fuller explanation and exercises see Lesson II.

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Pronounce the following sentences using the appropriate forms.

She wear_ a green hat.
She like_ ice cream.
She use_ a pen.
She talk_ very much.
She go_ to the movies.
She want_ to go to New York.
She discuss_ politics.
She live_ in Ann Arbor.
She stud_ English.
She understand_ English.

He teach_ the lesson.
He send_ the letter.
He pay_ for the coffee.
He remember_ the words.
He buy_ books.
He discuss_ the lesson.
He understand_ the movies.
He like_ to go to the library.
He wear_ a new suit.
He sing_ a song.

4. Pronunciation of irregular plurals of class 1 words

Pronounce the following words. Notice the change in vowel sounds as shown.

[u]	tooth	[i]	teeth
[ʊ]	foot	[i]	feet
[aɪ]	child	[ɪ]	children
[ʊ]	woman	[ɪ]	women
[æ]	man	[ɛ]	men

Pronounce the following words. Notice the change in consonant sounds.

[f]	wife	[v]	wives
[f]	knife	[v]	knives

Pronounce the following words. Notice that there is no change in pronunciation between the two forms even though the spelling is different.

policeman [pəlísmən] policemen

gentleman [ǰɛ́ntəlmən] gentlemen

Use the correct form of the words in parentheses:

1. His (tooth) are white.
2. The (child) are playing.
3. The (woman) studied last night.
4. Her (foot) are small.
5. All of the (wife) are eating dinner.
6. The (knife) are on the table.
7. The (man) are doctors.

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5. Practice on reduced forms

Pronounce the following phrases with normal rapid pronunciation. Use the 2-4 intonation.

[hiz ə studənt]
[hiz ə tičər]
[hiz ə daktər]

[wɪr studənts]
[wɪr tičərz]
[wɪr daktərz]

[aɪm ə studənt]
[aɪm ə tičər]
[aɪm ə daktər]
[aɪm ə kyubən]

[hiz ə kyubən]
[šiz ə kyubən]

[ɪts ə sɛntəns]
[ɪts ə læŋgwɪj]
[ɪts ə lɛtər]
[ɪts ə stæmp]
[ɪts ən ɛnvəlop]
[ɪts ə blækbɔrd]
[ɪts ə wɔl]

[šiz ə studənt]
[šiz ə tičər]
[šiz ə daktər]

[yur ə studənt]
[yur ə tičər]
[yur ə daktər]

[ðɛr studənts]
[ðɛr tičərz]
[ðɛr daktərz]
[šiz ə brəzɪlyən]

[aɪm ə kyubən]
[yur ə mɛksɪkən]

[ɪts ə haus]
[ɪts ə buk]
[ɪts ə kwɛsčən]
[ɪts ə rum]
[ɪts ə dɛsk]
[ɪts ə læmp]
[ɪts ən əsaɪnmənt]

[hiz gɪvɪŋ ɪm ə buk]
[hiz gɪvɪŋ ər ə buk]
[hiz gɪvɪŋ ðəm ə buk]
[hiz gɪvɪŋ yu ə buk]

[ɪz i gɪvɪŋ ər ə buk]
[ɪz i gɪvɪŋ ɪm ə buk]
[ɪz i gɪvɪŋ ðəm ə buk]
[ɪz i gɪvɪŋ yu ə buk]

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6. Practice on rhythm

Pronounce the following sentences with uniform rhythm.

[ðə haus wəz bɪsaɪd ðə bæŋk]
[ðə prəfɛsər tičɪz ðə lɛsən]
[hi wantɪd tə go tə ðə haus]
[ðə gərl ɪn maɪ klæs ɪz prɪti]
[aɪ want tə go tə ðə haus]
[ðe want tə si ðə kæmpəs]
[hi wants tə spik wɪð ǰan]
[ši wants tə kæš ə čɛk]
[ðə mɛn ɪn ðə haus dont no]
[ðə bɔɪ ət ðə dɛsk ɪz stədiɪŋ]
[du yə no ðə bɔɪ ɪn ðə stɔr]
[wəz ðə studənt ɪn klæs an məndɪ]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON X

PRONUNCIATION

1. Review of vowels: vowel rhymes
2. Review of the forms of class 2 words
3. Practice on 2-4 intonation
4. Rhythm drills
5. Pronunciation practice with pictures

1. Review of vowels

Pronounce the following sentences:

(a) I see the cup.
cap
sheep
ship
pen
pan
ball
bowl
pin
pen

(b) He said low.
law
coal
call
led
lid
meet
met
nut
not

(c) He's leaving.
living
sleeping
slipping

(d) He said "came."
come
comb
sail
sell
Luke
look
luck
fool
full

(e) I need money.
many

(f) He's hungry.
angry.

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Vowel rhymes

Choose the word in parenthesis that contains the same vowel sound as the last word in the first line. Write it in the space provided and pronounce the rhyme.

1. Do you really believe
   That he's going to _____ 1. (liv, lɪv)
2. How much will you give
   To have the dog _____ 2. (liv, lɪv)
3. If Mary will wait
   We won't make her _____ 3. (let, lɛt)
4. I hope you won't tell
   That I don't want to _____ 4. (sel, sɛl)
5. She wore a red pin
   That was made out of _____ 5. (tɛn, tɪn)
6. The law doesn't let
   A man make a _____ 6. (bɛt, bɪt)
7. Look at that rat
   He's gone after the _____ 7. (kat, kæt)
8. You may drink it or not
   I don't think it's too _____ 8. (hat, hæt)
9. I would use my knife, but
   I'm not sure it will _____ 9. (kæt, kət)
10. He's not good in school
    People call him a _____ 10. (ful, fʊl)

2. Review of the forms of class 2 words

a) Use the past forms of the words in parentheses in the following sentences.

Example: They (speak) spoke English.

1. The students (come) _____ to the university.
2. They (see) _____ many buildings on the campus.
3. The boys (buy) _____ some paper at the bookstore.
4. They (go) _____ to class at eight o'clock.
5. They (take) _____ their books with them.
6. (Do) _____ they understand the teachers?
7. The teachers (speak) _____ very slowly.
8. They (teach) _____ them many things about English.
9. All of the students (read) _____ and (understand) _____ the lessons.
10. The teachers and students (leave) _____ the class-room at two o'clock.

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b) Use the appropriate form of the words in parentheses in the following sentences.

Example: He (like) likes English.

1. The boy (study) _____ English.
2. He (like) _____ it very much.
3. He (walk) _____ to class in the morning.
4. He (talk) _____ to his friends in the class-room.
5. He (open) _____ the book and (pronounce) _____ the words.
6. He (repeat) _____ the sentences.
7. He (answer) _____ all of the questions.
8. He sometimes (ask) _____ questions.
9. He (want) _____ to learn English well.
10. He (work) _____ very hard in class.

c) Use the past form of the words in parentheses in the sentences in section b.

Example: He (like) liked English.

3. Practice on 2-4 intonation

a) Practice the following sentences using 2-4 intonation.

1. She understands the question.
2. The magazines are very interesting.
3. Where are the students?
4. John is coming to Ann Arbor.
5. Is he a doctor?
6. When do we eat dinner?
7. The boy liked the food yesterday.
8. How much did the book cost?
9. The women received many letters.
10. We usually attend the concerts.

b) The teacher will tell you to emphasize different words in these sentences. Pronounce the sentences with 2-4 intonation on the words which the teacher tells you.

Example:

Teacher. understands

Student. She understands the question.

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4. Rhythm drills

Pronounce these sentences. Pay particular attention to the pronunciation of him, his, her, them, their, you, your.

[ðə mæn laɪks ər]
ɪm
əm

[ðə bɔɪ hɛlps ər]
ɪm
əm

[ðə gərl rɪmɛmbərz ər]
ɪm
əm

[mɪstər braʊn noz ər]
ɪm
əm

[ðə gərlz lʊkɪŋ æt ɪm]
spikɪŋ tu ɪm
tɔkɪŋ tu ɪm
læfɪŋ æt ɪm

[ðə bɔɪz lʊkɪŋ æt ər]
ɪm
əm

[ðə bɔɪz tɔkɪŋ tu ɪm]
ər
əm

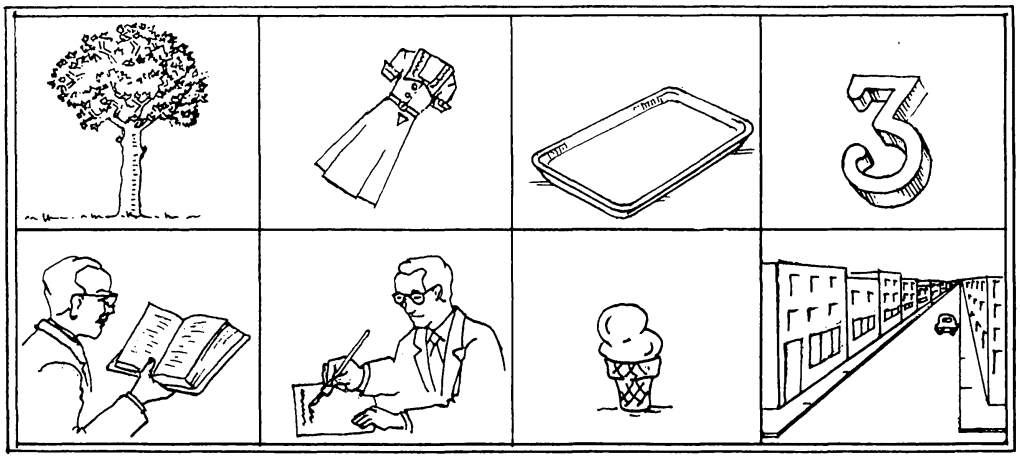
[ðə bɔɪz læfɪŋ æt ɪm]
ər
əm

[ðə bɔɪz spikɪŋ tu ər]
ɪm
əm

[ðə tičərz læfɪŋ æt əm]
tɔkɪŋ tu əm
lʊkɪŋ æt əm
spikɪŋ tu əm

5. Pronunciation practice with pictures[1]

Give the name of the object or activity in the pictures below.



[1] Note to the teacher: This is an exercise for the practice on the [r] sound. The objects or activities can be named or talked about. The words to be elicited are: tree, dress, tray, three, reading, writing, ice cream, street.

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LESSON XI

PRONUNCIATION

1. Review of [i], [ɪ], [u], [ʊ]
2. Consonant formation in general
3. Flexibility of the organs of speech
4. Pronunciation of [t] between vowels
5. Drill on length of vowels before voiced consonants
6. Pronunciation of CAN and CAN'T
7. Smooth sentence rhythm

1. Review of [i], [ɪ], [u], [ʊ]

a) Pronounce the following sentences in rapid alternation.

1. [aɪ bit ɪt]	I beat it.
2. [aɪ bɪt ɪt]	I bit it.

Pronounce the following pairs of words:

[grin]	[grɪn]
[sin]	[sɪn]
[rid]	[rɪd]
[tik]	[tɪk]
[liv]	[lɪv]
[fil]	[fɪl]

b) Pronounce the following sentence:

[hi hæd sʊt an ɪz sʊt] He had soot on his suit.

Pronounce the following pairs of words:

[kud]	[kʊd]
[šud]	[šʊd]
[luk]	[lʊk]
[ful]	[fʊl]
[pul]	[pʊl]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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2. Consonant formation in general[1]

Pronounce [a - a - a - a] continuously with alternate loud and soft sections. Observe the movement of the lungs caused by the pulse of the chest or the abdominal muscles. The changes in sound are SYLLABLES; a syllable is formed by each movement of the lungs. Is there any obstruction of the stream of air which is coming from the lungs?

Pronounce the syllables [fæn fæn fæn]. Is there any obstruction of the stream of air coming from the lungs? The [f] is a partial obstruction.

Pronounce the word [kɔfi kɔfi kɔfi]. Which sounds obstruct the stream of air from the lungs? The [k] is a complete obstruction and the [f] a partial one.

Whenever a vowel occurs in a word, there is a syllable.[2] Vowels are more prominent in syllables than consonants; they are syllabic sounds. In the formation of vowel sounds there is no audible friction in the mouth. Prominence in syllables and absence of friction distinguish vowel sounds from consonant sounds.

In the production of the majority of English consonants, the stream of air from the lungs is obstructed by the organs of speech in the mouth and nose. Sometimes the air is interrupted completely; sometimes it is obstructed so that friction occurs in the mouth; sometimes it is forced over the sides of the tongue. Consonants are only obstructions of the air stream; they are less prominent in syllables than vowels; they are non-syllabic.[3]

In the following chart all the consonants of English are arranged according to the point and manner of articulation.

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[1]Note: This is a general introductory presentation of the consonants. Mastery of the consonants and their formation is not the purpose of this lesson. Each consonant problem is presented and practiced in other lessons. This introductory section can serve as a reference in the description of individual consonants later. Do not give too much emphasis to this section in any one class period.

[2]See Lesson III, P. 33

[3]A few consonants are sometimes syllabic. These will be discussed in Lesson XIX.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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CONSONANT CHART

Types of Consonants		Point of Articulation					
		Lips	Lips and Teeth	Between Teeth	Tooth Ridge	Palate	Velum
STOPS	vl[1]	[p]			[t]		[k]
	vd[2]	[b]			[d]		[g]
CONTINUANTS							
Fricatives	vl		[f]	[ɵ]	[s]	[š]	
	vd		[v]	[ð]	[z]	[ž]	
Affricates	vl				[č]		
	vd				[ǰ]		
Nasals	vd	[m]			[n]		[ŋ]
Glides	vd				[r]		[h]
	vd				[y]		[w]
Lateral	vd				[l]		

Stops and continuants

The consonants are produced by the interruption of the air stream in different manners. The consonants in which the air stream is completely interrupted are STOPS. The sounds in which the air stream continues to go out of the mouth or nose are CONTINUANTS. Vowels are all continuants, and the majority of the consonants are continuants. Which consonants are STOPS and which are CONTINUANTS?

There are several kinds of continuant consonants.

Fricatives

The consonants in which there is audible friction in the mouth are FRICATIVES. Which consonant are FRICATIVES?

---

[1] vl = voiceless

[2] vd = voiced

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Affricates

The consonants which are combinations of a stop and a fricative are AFFRICATES. Which consonants are AFFRICATES?

Nasals

The consonants in which the air stream goes out of the nose but does not go out of the mouth are NASALS. Which consonants are NASALS?

Glides

A few consonants [h], [hw], [y], [w], and [r] are formed like vowels; during the pronunciation of these consonants there is no obstruction of the air stream. These vowel-like consonants GLIDE from a consonant position to the vowel which follows them.

Lateral

In the consonant [l] the air stream comes out of the mouth over the sides of the tongue. This is a LATERAL consonant sound.

The place in the mouth where obstruction occurs during the production of a consonant is the POINT OF ARTICULATION of the consonant. Refer to the diagram of the organs of speech in III., P.30 to review the various points of articulation.

What are the points of articulation for the following sounds?

[b f k l m t n s ð]

Which of the above sounds are voiceless?

3. Flexibility of the organs of speech

In order to achieve a good English pronunciation the student needs to modify the mouth positions that he uses habitually in the pronunciation of his own language. He needs to learn to move the organs of speech consciously in many different ways. The following exercises help the student to modify the position of the organs of speech used in the production of consonants.

a) The lips assume different shapes and positions in the production of consonants. Pronounce [š]; during the sound push the lips very far forward.

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b) The tongue assumes different shapes and touches many parts of the mouth in the production of consonants. Pronounce [ta] with the tip of the tongue between the teeth. Pronounce [ta] with the tip of the tongue far back in the mouth. Pronounce [ta] with the tip of the tongue in other positions in the front and the back of the mouth. Place the tip of the tongue against the tooth ridge and pronounce [l]. Do not change the position of the tongue, and pronounce the vowels [a] [e] [i] [o] [u]. The sounds should be like [l] sounds; the difference in sound is caused by the differences in the position of the back of the tongue.

4. Pronunciation of [t] between vowels

When the consonant [t] occurs between vowels in unstressed positions the tip of the tongue touches the tooth ridge rapidly so that a sound is produced which is different from the regular [t] sound in stressed position.[1] Notice the difference in pronunciation between the [t] sounds in TIME and CITY.

Pronounce the following.

[lɛ́tər]	[sɪ́tɪ]	[ítɪŋ]	[gɛt ɪt]
[bɛ́tər]	[prɪ́tɪ]	[sɪ́tɪŋ]	[kət ɪt]
[wɔ́tər]	[sɪ́tɪŋ]	[lɛt ər]	[it ɪt]
[bə́tər]	[rɑ́ɪtɪŋ]	[rɑɪt ɪt]	[et ɪt]

[hi rot ɪt]
[hi et ɪt]
[hiz sɪtɪŋ]
[hiz rɑɪtɪŋ]
[hiz ɪtɪŋ]

[ɑɪ rot ə lɛtər]
[ɑɪ want səm wɔtər]
[hiz æt ðə yunɪvərsɪti]
[ɑɪm goɪŋ tə gɛt ɪt]
[ɑɪm goɪŋ tə rɑɪt ɪt]

Notice the difference in pronunciation between the words WHERE and WHAT in the following sentence.[2]

Where is it?	[hwɛr ɪz ɪt]
What is it?	[hwət ɪz ɪt]

[1] Note to the teacher: This [t] sound is similar to the [r] sound in the Spanish word PERO.

[2] Note to the teacher: It should be emphasized that the sound which Spanish-speakers hear as [r] is a [t] sound in English.

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Practice the following conversations.

Mr. S. [hwət ɪz ɪt]
Mr. T. [ɪts ə lɛtər]

Mr. W. [hwɛr ɪz ɪt]
Mr. X. [ɪts an ðə tebəl]

Exercise: Give an appropriate answer to the question which the teacher asks (WHERE IS IT or WHAT IS IT).

5. Drill on length of vowels before voiced consonants

Pronounce the following pairs of words. Notice that in the first column the vowel is followed by a voiceless consonant sound; in the second column the vowel is followed by a voiced consonant sound. Make the vowel sound longer in the second column of words than in the first.

Long vowel	Extra-long vowel
1	2
[kot]	[kod]
[paɪp]	[paɪn]
[sup]	[sud]
[gret]	[gred]
[lif]	[liv]
[fit]	[fid]
[faɪt]	[faɪn]
[kɔt]	[kɔz]
[haɪt]	[haɪd]
[raɪt]	[raɪd]
[mit]	[min]

Pronounce the following pairs of sentences.

[ši kən rəɪt] [ɪts lɔst]
[ši kən rəɪd] [ɪts lɔŋ]

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6. Pronunciation of CAN and CAN'T[1]

Imitate the teacher's pronunciation of CAN in the following examples.

[aɪ kən ⌈gò]
[aɪ kən ⌈rìd]
[aɪ kən ⌈ràɪt]
[aɪ kən ⌈stədi]

[aɪ kən spik ⌈ɪŋglɪš]
[aɪ kən spik ⌈frɛnč]
[aɪ kən rid ⌈spænɪš]
[aɪ kən raɪt ⌈ɪŋglɪš]

Notice that the word CAN is pronounced [kən] in these sentences.

Pronounce the word CAN'T (negative). Be sure that the air is stopped at the end of the word. Pronounce the following sentences.

[aɪ kænt ⌈gò]
[aɪ kænt ⌈rìd]
[aɪ kænt ⌈ràɪt]
[aɪ kænt ⌈stədi]

[aɪ kænt rid ⌈ɪŋglɪš]
[aɪ kænt spik ⌈frɛnč]
[aɪ kænt rid ⌈spænɪš]
[aɪ kænt raɪt ⌈ɪŋglɪš]

Notice that the word CAN'T is usually pronounced [kænt] in sentences. The word CAN (affirmative) is pronounced [kæn] with [æ] at the end of a sentence. Pronounce after the teacher:

[yɛs aɪ ⌈kàen] (affirmative)
[no aɪ ⌈kænt] (negative)

Notice that the [æn] in [kæn] (affirmative) is long. The [ænt] in [kænt] (negative) is short.

7. Smooth sentence rhythm

Notice the sentence rhythm in the following:

[ðɛrz ən ⌈ɪntrɪstɪŋ əsaɪnmənt ɪn ðə ⌈lɛsən]

English speakers usually do not separate syllables distinctly. The movement of the jaw is continuous with the result that English speech has smooth syllables in its sentence rhythm.

---

[1] Note to the teacher: For a fuller understanding of the problem involved here and for further discussion see the article by Eunice Pike in LANGUAGE LEARNING, Vol.II,No.2, P. 41-43.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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The teacher will pronounce the sentences below with normal English pronunciation. Notice that the syllables are not separated distinctly. Many of the consonants are weak; many of the vowels are reduced, and some of them disappear. For example, [ɪz] is reduced to [z] and [hɪm] is reduced to [ɪm].

[hiz ə studənt]

[hi noz ɪm]

[šiz stədɪɪŋ ər vəkæbyəlɛri]

The teacher will pronounce the following sentences. He will separate the syllables artificially and stress them sharply. Notice the staccato syllable.[1]

[hí - ɪ́z - ə - stu-dənt]

[hí - nóz - hím]

[ší - ɪ́z - stə́-dɪ-ɪŋ - hə́r - və-kæ-byə-lɛ-rí]

Staccato Syllables in Sentence Rhythm

Smooth Syllables in Sentence Rhythm

The preceding diagram illustrates the difference between smooth and staccato syllables.

[1] Note to the teacher: Spanish-speakers usually separate and stress each syllable in their pronunciation more than English speakers. The position of the jaw is held constant for a noticeable time. They use a more staccato sentence rhythm.

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Compare the following two kinds of pronunciation. Observe the difference.

Staccato Rhythm (exaggerated)

[ðɛ́r - ɪ́z - ǽn - ɪ́n-tə́r-ɛ́s-tɪ́ŋ - ə́-sáɪn-mə́nt - ɪn - ðə - lɛs-ən]

Smooth Rhythm (exaggerated)

[ðɛrz n ɪntrɪstɪŋ əsaɪnmənt n ðlɛsən]

Pronounce the following phrases. Try to use a normal rapid and smooth English pronunciation. Pronounce each phrase as one word. Use the reduced form.[1]

[dəz i si]
[dəz i spik]
[dəz i baɪ]
[dəz i kəm]
[dəz i ɪt]
[dəz i sɪŋ]
[dəz i tič]
[dəz i wərk]

[æt ɪz hom]
[æt ɪz haus]
[æt ɪz klæs]
[æt ɪz dɛsk]
[æt ɪz rum]
[æt ɪz stɔr]
[æt ɪz strɪt]
[æt ɪz bæŋk]

[ðɛrz ǰan]
[ðɛrz ǰɪm]
[ðɛrz ǰemz]
[ðɛrz ǰɔrǰ]

[ðə mæn ɪz kəmɪŋ ət wən]
[ðə mæn ɪz kəmɪŋ ət tu]
[ðə mæn ɪz kəmɪŋ ət Ɵri]
[ðə mæn ɪz kəmɪŋ ət fɔr]

[1] Note to the teacher: In order to learn smooth English rhythm, Spanish-speakers need to use reduced forms whenever reduced forms are used by English speakers.

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LESSON XII

PRONUNCIATION

1. Review of [ɪ], [ɛ], [æ]
2. Pronunciation of [Θ] and [ð]
3. Pronunciation of [t] and [d]
4. Pronunciation of [d] contrasted with [ð]
5. Pronunciation of [t] contrasted with [Θ]
6. Pronunciation of WITH and WITHOUT

Review

a) What are the points of articulation for the following sounds?

[d l b k r š n Θ ŋ]

b) Practice the following conversations from memory.

Mr. S. What is it?

Mr. T. It's a letter.

Mr. W. Where is it?

Mr. X. It's on the table.

c) Pronounce the following sentences.

1. I can read English.
2. They can understand the teacher.
3. The students can go to class.
4. We can attend the lecture.
5. She can study at the library.
6. Mary can write letters in the afternoon.
7. He can eat many kinds of food.
8. Mr. Wilson can go by train.
9. They can walk very fast.
10. John can go to the movies.

d) Change the sentences in section (c) to the negative.

Example: I can't read English.

e) Repeat rapidly the following sentences with a uniform rythm.

[ar yə ⌈raɪtɪŋ ðə ⌈nəmbər]

[ar yə ⌈raɪtɪŋ ðə nəmbər əv ðə ⌈rum]

[ar yə ⌈raɪtɪŋ ðə nəmbər əv ðə larǰ ⌈rum]

[ar yə ⌈raɪtɪŋ ðə nəmbər əv ðə vɛri larǰ ⌈rum]

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1. Review of [ɪ], [ɛ], [æ]

Pronounce the following contrasts:

[pɪn]	[pɛn]	[pæn]
[bítər]	[bétər]	[bætər]
[bɪt]	[bɛt]	[bæt]
[tɪn]	[tɛn]	[tæn]
[trɪk]	[trɛk]	[træk]

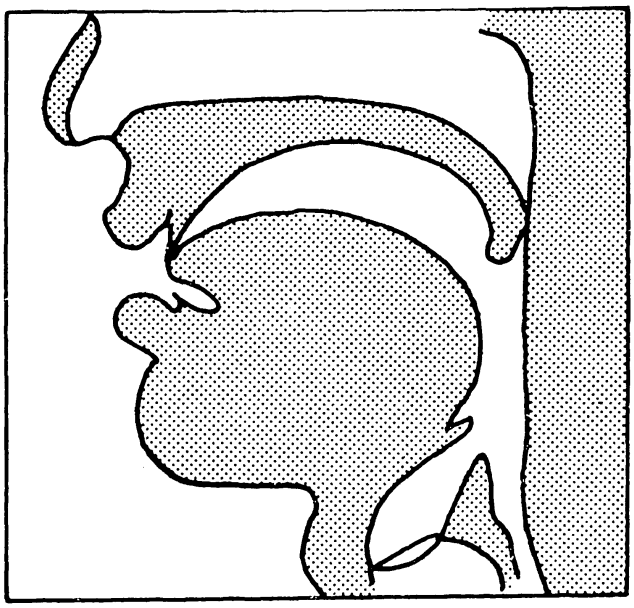
Pronounce the following:

[ɪt wəz ə‿bɪt]	[aɪ si ðə‿pɪn]
[ɪt wəz ə bɛt]	[aɪ si ðə pɛn]
[ɪt wəz ə bæt]	[aɪ si ðə pæn]

2. Pronunciation of [Θ] and [ð]

The consonant [ð] is a VOICED FRICATIVE. In the pronunciation of [ð] the tip of the tongue is between the teeth. The consonant [Θ] is a VOICELESS FRICATIVE. In the pronunciation of [Θ] the tip of the tongue is between the teeth.

Notice the tongue position for [Θ] and [ð] in the diagram. The main difference between these sounds is that [Θ] is voiceless and [ð] is voiced.



Tongue position of [Θ] and [ð]

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Place the tip of the tongue between the teeth and blow air through the mouth. The teacher will pronounce the sound [Θ]. Retain the position of the tongue and mimic his pronunciation. Move the tongue forward and backward until you can mimic the teacher exactly.

The teacher will pronounce the following words: [Θɪŋk] [Θɪŋ] [Θæŋk]. Mimic his pronunciation; retain the tip of the tongue between the teeth during the first sound of the words; blow air through the mouth during the first sound.

The teacher will pronounce the following words: [ðæt], [ðoz], [ðɪs]. Mimic his pronunciation. Retain the tip of the tongue between the teeth during the first sound of the words; blow air through the mouth during the first sound. Move the tongue slightly forward or backward until you can mimic the teacher exactly.

Pronounce the following.

[Θɪŋ]	[Θɪn]	[ðɪs]	[ðɛr]
[Θɪŋk]	[tiΘ]	[ðæt]	[brəðər]
[Θɔt]	[dɛΘ]	[ðe]	[fáðər]
[Θæŋk]	[Θíətər]	[ðɛn]	[áðər]

[ə Θiətər] [aɪ want ðɪs]
[ə Θɪŋ] [aɪ nid ðæt]
[ə Θrot] [aɪ nid ðɪs]
[aɪ Θɪŋk] [aɪm rídɪŋ ðæt]
[aɪ Θɔt] [aɪm rídɪŋ ðɪs]

[ðə Θíətər ɪz opən]
[hi hæd ə tuΘek]
[hi nidz ə tuΘbrəš]

Practice the following conversations.

John. [hwɛr ɪz ɪz brəðər]
Richard. [hɪz brə́ðərz ɪn vɛnəzwelə]

Richard. [du yə want ðə Θiətər tɪkɪt]
John. [yɛs Θæŋk yu]

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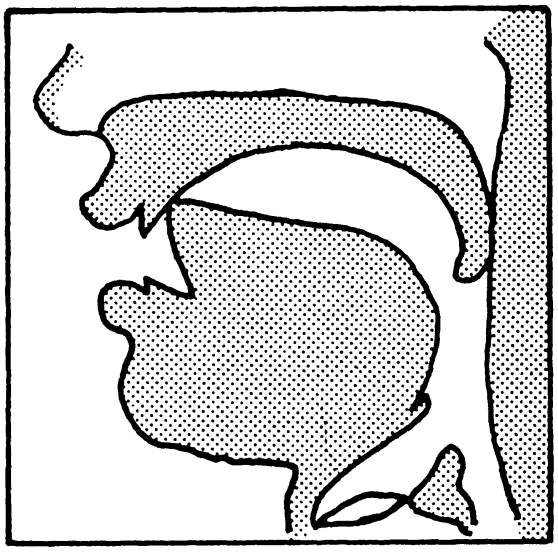
3. Pronunciation of [t] and [d]

The consonant [d] is a VOICED STOP. In the pronunciation of [d] the tip of the tongue is against the tooth ridge. The consonant [t] is a VOICELESS STOP.

Notice the tongue position for [t] and [d] in the diagram. The only difference between these sounds is that [t] is voiceless and [d] is voiced.



Tongue position for [t] and [d]

Pronounce the sound [t] in the following words with aspiration. Be sure that your tongue does not touch the teeth.[1]

[tébəl]	[tɛl]	[ətɛ́nd]
[tǽksi]	[ti]	[tɪ́kɪt]
[test]	[tost]	[tɛ́mprəčər]
[tɔk]	[tɛ́ləfon]	[tɛ́ləgræm]

[1]Note to the teacher: Spanish speaking people pronounce [t] with the tongue against the teeth. When the tongue touches the teeth the consonant produced sounds like [Θ] to English-speaking people. Compare the pronunciation of [t] in Spanish TOMAS and English THOMAS.

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Pronounce the following words. Be sure the tip of the tongue does not touch the teeth when you pronounce [d].

[det]	[dáktər]	[díšɪz]
[dɛsk]	[du]	[dɪstrɔ́ɪ]
[dɛ́ntɪst]	[dəz]	[drɪŋk]
[de]	[dɔ́tər]	[dɪsáɪd]

Pronounce the following sentences.

[hi hæz tu nu ta̍ɪz]
[pliz tɛl mi ðə ta̍ɪm]
[wɪr goɪŋ tə hæv ə t̪ɛst]

[hiz ə daktər]
[hiz ə dɛntɪst]
[aɪ hæv ə dalər]

[mek ə t̪i]
[dont təč yər t̪iθ]
[dont təč yər t̪iθ hwɛn yə mek ə t̪i]
[dont təč yər t̪iθ hwɛn yə mek ə d̪i]

Practice the following conversations.

Engineer A. [hwət ɪz i]
Engineer B. [hiz ə daktər]

Teacher A. [kən yə tɛl mi ðə ta̍ɪm]
Teacher B. [ɪts tɛn tə t̪u]

4. Pronunciation of [d] contrasted with [ð][1]

Pronounce [de] DAY and [ðe] THEY. Notice that English [d] is a STOP sound and [ð] is a FRICATIVE sound.

[1] Note to the teacher: Spanish-speakers sometimes pronounce [d] as a stop and sometimes as a fricative. Notice the difference in the [d] in Spanish DEDO and English DADDY.

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Pronounce the following words.

1 [d]	2 [ð]
[de]	[ðe]
[do]	[ðo]
[dɛn]	[ðɛn]
[daɪ]	[ðaɪ]
[dɛr]	[ðɛr]
[doz]	[ðoz]
[lod]	[loð]
[sid]	[sið]

Pronounce the following sounds rapidly in succession. Notice the difference in tongue position for the sounds [ð] and [d].

[ðə - də - ðə - də - ðə - də - ðə - də]

[ðə dɛntɪst]	[ðə det]	[ðə fud]
[ðə dɛsk]	[ðə de]	[ɪz gud]
[ðə daktər]	[ðə dɪfrəns]	[yɛstərdi]

Practice the following conversation using different days of the week.

Student A. [hwət de ɪz tədé]
Student B. [tədeɪz _____]

Practice the following sentences. Be sure to pronounce [d] with the front of the tongue touching the tooth ridge.

[ɪz ðə fud gud]	[yɛs ɪts gud]
[wəz ɪt gud yɛstərdi]	[yɛs ɪt wəz gud]

Memorize the following conversation. Pay particular attention to the sounds [t], [d], [ϴ], and [ð].[1]

[1] This is a particularly difficult conversation and should be used with caution so that students do not become discouraged. It can be simplified by using only the first and the last lines.

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John. [ar yə goɪŋ tə ðə dæ̀ns]

Thomas. [hwəts ðə dȅt]

John. [ɪts an ðə twɛ̀nti Θə̀rd]

Thomas. [yɛ̀s aɪ Θɪŋk aɪm goɪŋ tə gò]

5. Pronunciation of [t] contrasted with [Θ]

Pronounce the following words. In the pronunciation of [t] the front of the tongue touches the tooth ridge, IT DOES NOT TOUCH THE TEETH. In the pronunciation of [Θ] the tongue is between the teeth.

1 [t]	2 [Θ]
[tɪn]	[Θɪn]
[tæŋk]	[Θæŋk]
[taɪ]	[Θaɪ]
[tɔt]	[Θɔt]
[tim]	[Θim]
[tri]	[Θri]
[dɛt]	[dɛΘ]
[pæt]	[pæΘ]

Pronounce the following verse: (Note expecially the length of the accented syllables)

[ðə tičər tɔ́t ən tɔ́t ən tɔ́t
bət no wən nú ðə Θɔts ši Θɔ́t]

6. Pronunciation of WITH and WITHOUT

Pronounce the following phrases.

[wɪð maɪ faðər]	[wɪðaut maɪ faðər]
[wɪð maɪ frɛ̀nd]	[wɪðaut maɪ frɛ̀nd]
[wɪð maɪ brəðər]	[wɪðaut maɪ brəðər]
[wɪð maɪ sɪstər]	[wɪðaut maɪ sɪstər]
[wɪð maɪ tičər]	[wɪðaut maɪ tičər]

Complete the following sentences with phrases from above.

[hiz góɪŋ_____]

[ar yə góɪŋ_____]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON XIII

PRONUNCIATION

1. Review of front vowels
2. Pronunciation of [s] and [z]
3. Consonant combinations with [s]
4. Pronunciation of [s] contrasted with [θ]
5. 3-2 intonation curve
6. Exercise on suppression of stress

Review

a) Pronounce the following words.

[taɪ] [daɪ] [θaɪ] [ðaɪ]

b) Review the following conversations from memory.

Richard. Do you want the theater ticket?
John. Yes, thank you.

Doctor A. Can you tell me the time?
Doctor B. It's ten to two

John. Are you going to the dance?
Thomas. What's the date?
John. It's on the twenty-third.
Thomas. Yes. I think I'm going to go.

1. Review of front vowels

Repeat each of the front vowels three times.

[i i i ɪ ɪ ɪ e e e ɛ ɛ ɛ æ æ æ]

Pronounce the following contrasts:

[bit]	[bɪt]	[bet]	[bɛt]	[bæt]
[sit]	[sɪt]	[set]	[sɛt]	[sæt]
[mit]	[mɪt]	[met]	[mɛt]	[mæt]

Pronounce the following sentences in rapid alternation.

1. [aɪ mɛt ɪm] I met him. (yesterday)
2. [aɪ mit ɪm] I meet him. (every day)

Pronounce the following:

[ðə pæn] [ðə pɛn] [ðə pɪn] [ðə pen]

2. Pronunciation of [s] and [z]

The consonant [s] is a VOICELESS FRICATIVE. In the pronunciation of [s] the sides of the tongue are against the tooth ridge. The front of the tongue forms a small groove in order to focus the air stream against the tooth ridge and the upper teeth. The consonant [z] is a VOICED FRICATIVE. The position of the tongue is the same as in [s].

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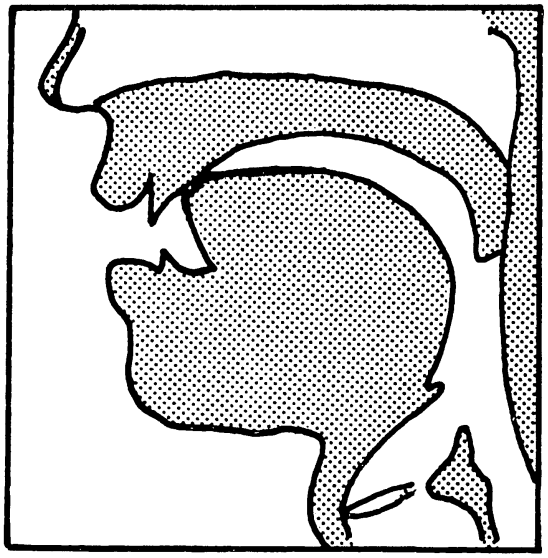
Notice the tongue position and shape of the tongue for the sounds [s] and [z].[1] The only difference between these sounds is that [s] is voiceless and [z] is voiced.



Tongue position for [s] and [z]

Pronounce the following sounds.

[sss zzz sss zzz sss zzz]

[sssi zzzi sssi zzzi]

[aɪs aɪz aɪs aɪz aɪs aɪz][2]

Pronounce the following words.

1 [s]	2 [z]
[si]	[zi]
[su]	[zu]
[sil]	[zil]
[sɪp]	[zɪp]

[1] Note to the teacher: Spanish [s] is generally pronounced with the tongue farther forward than the tongue position of English [s], and the tip of the tongue is turned slightly upward. English speakers think that they hear [θ] when the tongue is pushed too far forward and the tip of the tongue is turned upward.

[2] At the end of a word the [z] sound is pronounced rather softly. It is better to emphasize the vowel preceding the [z] sound than to pronounce it with a strong buzzing sound. (See Lesson XI. P.92)

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[aɪs]	[aɪz]
[lus]	[luz]
[res]	[rez]
[ǰus]	[ǰuz]
[hɪs]	[hɪz]
[lési]	[lési]

Pronounce the following sentences.

[pliz sɪŋ ə sɔŋ]
[ðə kansərt ɪz ət sɛvən]
[kən yə ænsər ɪz kwɛsčən]
[pliz pæs ðə sɪgərɛts]
[səm əv ðə studənts ər sɪrɪəs]
[səm əv əs wɛnt tə ðə sɪti]
[ðə bɔɪ sɛldəm stədiz]
[hi noz mɛni sɔŋz]
[ðə kansərt wəzənt ɛkspɛnsɪv]

3. Consonant combinations with [s]

Pronounce the following syllables.[1] The symbol [:] indicates that the sound is long.

[s : : : : pa] [s : : : : ta] [s : : : : ka]
[s : : : tra] [s : : : kra] [s : : : pra] [s : : : kwa]

Pronounce the following syllables. Be sure that you pronounce [s] and not [z] in these combinations.

[s : : : : wa] [s : : : : ma] [s : : : : na] [s : : : : la]

Pronounce the following words. Observe especially the initial combinations.

[stæmp]	[stap]	[stédi]	[stænd]
[spič]	[spǽnɪš]	[spik]	[spɛ́šəl]
[sket]	[skarf]	[skul]	[skaɪ]
[slip]	[slo]	[slaɪd]	[smɛl]
[sno]	[smok]	[smaɪl]	[sprɪŋ]
[skwɛr]	[skrim]	[strit]	[swɪm]

[1] Note to the teacher: This exercise is intended to combat the tendency of Spanish speakers to pronounce an initial vowel before [s]. For review of clusters [pra] and [kra] see p. 59

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Practice the following sentences.

[du yə laɪk tə sket]
[du yə laɪk tə swɪm]
[du yə laɪk tə slip]
[hɪ laɪks tə smok]
[mɪs grin ɪz əslip]

Pronounce the following pair of sentences.

He's sleeping	[hiz slipɪŋ]
He's leaping	[hiz lipɪŋ]

Practice the following conversation.

Student. [hu ɪz goɪŋ tə ðə kansərt]
Teacher. [səm əv ðə studənts]
Student. [hwɛn dəz ðə kansərt bɪgɪn]
Teacher. [ət sɛvən əklak]
Student. [kən yə smok ət ðə kansərt]
Teacher. [smokɪŋ ɪz nat pərmɪtɪd]

4. Pronunciation of [s] contrasted with [Θ]

The tongue position is different in the pronunciation of [s] and [Θ]. In the pronunciation of [Θ] the tongue is placed between the teeth. When you pronounce [s] keep your teeth closed.

Pronounce the following words and sentences.

1 [s]	2 [Θ]
[sɪŋ]	[Θɪŋ]
[sɪŋk]	[Θɪŋk]
[sæŋk]	[Θæŋk]
[saɪ]	[Θaɪ]
[sim]	[Θim]
[pæs]	[pæΘ]
[mɪs]	[mɪΘ]
[sɪ́knəs]	[Θɪ́knəs]

[Θæŋk yu fər ðə sɪgərɛts]
[aɪ Θɪŋk hiz hɪr]
[ðɛr ər mɛni ɪntrɪstɪŋ Θɪŋz ɪn ðə sɪti]

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Pronounce the following pair of sentences.

Mr. Smith likes to think [θɪŋk].

Mr. Smith likes to sing [sɪŋ].

Memorize the following conversations.

Lawyer S. [hwət ər yə θɪŋkɪŋ əbaut]

Doctor A. [aɪm θɪŋkɪŋ əbaut maɪ prənənsɪéšən]

Dentist R. [hwɛr dəz mɪstər smɪθ lɪv]

Professor T. [hi lɪvz an sauθ dɪvɪžən]

5. 3-2 intonation curve

The 3-2 intonation is frequently used to indicate something which is incomplete. It is often used in a series of words or phrases. This intonation is frequently used in counting.[1]

Pronounce the following words.

wən tú θri fɔr faɪv sɪks sɛvən et naɪn tɛn ɪlɛvən twɛlv θərtin fɔrtin fɪftin (twɛntɪ wən twɛntɪ tú twɛntɪ θri twɛntɪ fɔr)

The 3-2 intonation is sometimes used to indicate a series of things or actions. Pronounce the following.

[mɛn wɪmɪn ənd čɪldrən]

[brɛkfəst lənč ən dɪnər]

[hi stud əp tərnd ənd wɛnt aut]

[hi ridz raɪts ən spiks ɪŋglɪš]

Pronounce the following. Use the 3-2 intonation curve as marked.

[aɪ hæftə baɪ ə pɛnsəl ə pɛn ən səm pepər]

[maɪ faðər maɪ məðər ən maɪ brəðər ər kəmɪŋ]

[wɪ hæv brɛkfəst lənč ən dɪnər ət ðə haus]

[hɛlən ǰan ən ǰɪm ər goɪŋ wɪð əs]

[wɪ dɪdənt hæv ɛni šugər kɔfi ər bətər]

[1] Note to the teacher: In rapid counting a 2-3 intonation curve is used. In very slow or forceful counting the 2-4 intonation curve is usually used. Spanish-speakers usually pronounce this intonation curve with a pitch that is too high. Frequently they use a 2-1 intonation curve. The prominence of this high pitch among Spanish-speakers is the reason that the introduction of the medial 3-2 intonation curve into the lessons has been delayed. In order to combat the tendency to use too high a pitch, students should be drilled intensively on intonation curves which cause the pitch to fall. They should be drilled also on sentences with only one intonation curve in order to combat the tendency to use a 3-2 curve on each word. This tendency is especially prominent in reading style.

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The 3-2 intonation curve can be used in questions which begin with some form of BE or DO.[1] Questions spoken with a 3-2 intonation curve are slightly more formal than the same questions spoken with 2-4 intonation curve. If the 3-2 intonation curve is used too much it results in a feeling of insincerity and artificiality on the part of the hearer.

Pronounce the following sentences.

[ɪz i ə tičər]
[dəz i laɪk mɪlk]
[ɪz ɪt kóld]
[ar ðe studənts]
[ɪz ši ərlí]
[ar wi ɪmpruvɪŋ]
[ɪz ðə mæn hír]
[du yə laɪk muvɪz]
[wəz ši ə nə́rs]
[du yə əndərstǽnd]
[dəz ɪt ɛksplen ðəm]
[du ðe æsk kwɛsčənz]

6. Exercise on suppression of stress

The teacher will read the following sentences. Notice the difference in the number of stresses.

[ðə prəfɛsər ɪz ən ɪntɛlɪǰənt mæn]
[ðə prəfɛsərz ən ɪntɛlɪǰənt mæn]

In rapid speech stresses are often suppressed or omitted in order to maintain smooth sentence rhythm. Stress is often retained only on words that need special emphasis.

The teacher will read the following two groups of sentences. Observe the stress of slow speech in the first group. Observe the suppression of stress in the rapid pronunciation of the second group.

Slow speech	Rapid speech
[ðə čaɪld ɪz ə prɪti gərl]	[ðə čaɪldz ə prɪti gərl]
[hi ɪz rɪdɪŋ ə larǰ buk]	[hiz rɪdɪŋ ə larǰ buk]
[ðə daktər kəmz tə ðə haus]	[ðə daktər kəmz tə ðə haus]
[hwɛn ɪz ðə daktər kəmɪŋ]	[hwɛnz ðə daktər kəmɪŋ]

Pronounce one sentence from each of the above groups.

---

[1] Note to the teacher: Questions that have the grammatical form of statements often have the 3-2 intonation curve.

[hɪz ə studənt]
[hɪz kəmɪŋ]

Spanish speakers have a tendency to use this form and this intonation, and they need practice on the common question form with reversed work order. (See Grammar Lesson I.)

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LESSON XIV

PRONUNCIATION

1. Review of [æ] and [ə]
2. Pronunciation of [š] and [ž]
3. Pronunciation of [š] contrasted with [č]
4. Pronunciation of [ǰ]
5. Contrast of [š], [č], and [ǰ]
6. Rhythm drills
7. Pronunciation of IT'S and THERE'S

Review

a) Pronounce the following words.

[su] [zu] [aɪs] [aɪz] [lesi] [lezi]

b) Practice the following conversations from memory.

Student: Who is going to the concert?
Teacher: Some of the students.
Student: When does the concert begin?
Teacher: At seven o'clock.
Student: Can you smoke at the concert?
Teacher: Smoking is not permitted.

Lawyer S. What are you thinking about?
Doctor A. I'm thinking about my pronunciation.

1. Review of [æ] and [ə]

Pronounce the following contrasting pairs of words:

[bæt]	[bət]	[kæt]	[kət]
[fæn]	[fən]	[kæp]	[kəp]
[tæn]	[tən]	[sæm]	[səm]

Practice the following paragraph:

[əŋkəl] [hɛnri] wəz [həŋgri]. ðɛr wəz [nəθɪŋ] ɪn ðə [hàʊs] fər ə [həŋgri] mæn tə [ìt].

Uncle Henry was hungry. There was nothing in the house for a hungry man to eat.

[əŋkəl] [hɛnri] wəz [æŋgri]. pʊr [həŋgri] [æŋgri] [əŋkəl] [hɛnri]

Uncle Henry was angry. Poor hungry, angry Uncle Henry.

2. Pronunciation of [š] and [ž]

The consonant sound [š] is a VOICELESS FRICATIVE. During the pronunciation of [š] the tip of the tongue is very close to the tooth ridge and the middle of the tongue is close to the palate; the tongue is grooved and the lips are pushed outward. The teeth are close together. The sound [ž] is a VOICED FRICATIVE.

Notice the position of the tongue and lips during the pronunciation of [š] and [ž]. The only difference between these sounds is that [š] is voiceless and [ž] is voiced.

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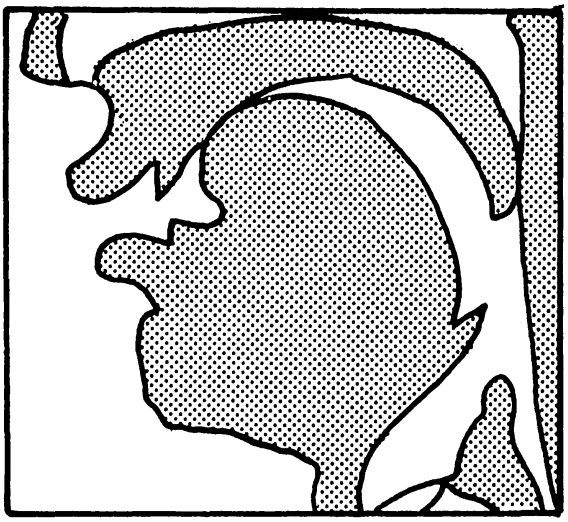

Lip and tongue position for [š] and [ž]

Pronounce the following words and sentences.

[šep]	[brəš]	[wɔ́šɪz]	[kæšír]
[šev]	[wɔš]	[díšɪz]	[ɪnvɪtéšən]
[šuz]	[kæš]	[kǽšɪz]	[ɛgzæ̀mɪnešən]
[vížən]	[ruž]	[kənklúžən]	[dɪvížən]
[mɛ́žər]	[gəráž]	[prəvížən]	[kənfyúžən]

[ðɛr ševɪŋ]

[hiz ə kæšɪr]

[šiz wɔšɪŋ ðə dɪšɪz]

[šiz wɔšɪŋ ər hɛr]

[ðə dɪsɪžən ɪz faɪnəl]

[hɪz vɪžən ɪz gʊd]

[ðə kənklužən wəz ɪntrɪstɪŋ]

[ðə ɛgzæmɪnešən wəz ɪzi]

3. Pronunciation of [š] contrasted with [č]

The consonant sound [č] is a voiceless affricate.[1] The lips, tongue, and teeth are in almost the same position as for [š]. However, in the pronunciation of [č] the tip of the tongue touches the tooth ridge during the first part of the sound.

Notice the difference in pronunciation in SHEEP [šip] and CHEAP [čip].

[1] See XI. P. 89,90

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Pronounce the following words.

1 [š]	2 [č]
[šu]	[ču]
[šip]	[čip]
[šɪn]	[čɪn]
[šuz]	[čuz]
[šɪp]	[čɪp]
[šɪr]	[čɪr]

Pronounce the following words.

[čaɪld]	[šɛr]	[tíčər]	[wač]	[kæš]
[čɪn]	[šu]	[tɛ́mprəčər]	[tič]	[brəš]
[čɛr]	[šek]	[lɛ́kčər]	[lənč]	[wɔš]
[čik]	[šaɪ]	[fə́rnɪčər]	[məč]	[klæš]

Practice the following pairs of sentences.

He hurt his shin [šɪn].
He hurt his chin [čɪn].

Practice the following sentences.

[ðə čaɪld hæz nu šuz]
[hiz goɪŋ tə kæš ə čɛk]
[ši med ə šɔrt spič]
[hiz goɪŋ tə šev]
[hiz goɪŋ tə tek ə šaʊər]
[ðə tičər ɪz itɪŋ lənč]
[aɪ laɪk pətetо čɪps vɛri məč]
[ðə tɛmprəčər ɪz vɛri hàɪ]

Memorize the following conversation.

Student C. [ar wɪ goɪŋ tə hæv ən ɛgzæmɪnešən]
Student D. [yɛs bət ðə tičər sɛz ɪts goɪŋ tə bi šɔrt]

4. Pronunciation of [ǰ]

The consonant sound [ǰ] is a VOICED AFFRICATE.[1] The lips, tongue, and teeth are in almost the same position as for [ž]. However, in the pronunciation of [ǰ] the tip of the tongue touches the tooth ridge and stops the air stream during the first part of the sound.

[ǰok]	[ǰɔrǰ]	[sə́bǰɪkt]	[eǰ]
[ǰəst]	[ǰemz]	[mǽnɪǰər]	[pǽkɪǰ]
[ǰun]	[ǰan]	[rɪlɪǰən]	[mɛ́rɪǰ]

[1] See XI. P.89,90

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[ǰɪm wantɪd ə ǰab]
[ðə rod ɪz vɛri denǰərəs]
[wi ɛnǰoɪd ðə ǰok]
[hiz ə gʊd mænɪǰər]
[šiz goɪŋ tə kələmbɪə ɪn ǰun]
[ǰorǰ ɪz ə ǰɛntəlmən]

5. Contrast of [š], [č], and [ǰ][1]

Pronounce the following words.

1 [š]	2 [č]	3 [ǰ]
[šu]	[ču]	[ǰu]
[šɪn]	[čɪn]	[ǰɪn]
[šip]	[čip]	[ǰip]
[šuz]	[čuz]	[ǰuz]

Practice the following sentences.

[ðə šuz ar vɛri larǰ]
[hɛlən ɪz wɔšɪŋ ðə dɪšɪz]
[ðə pækɪǰ ɪz vɛri ɪmpɔrtənt]
[ðə čarɪld kət ɪz čik]
[ðə spič wəz šɔrt]
[hɪz šoldər ɪz blidɪŋ]
[ðə ɛksplənešən wəz ɪntrɪstɪŋ]

Memorize the following conversations.

Clerk. [hwɪč šuz du yə prɪfər]
Student. [aɪ laɪk ðɪz šuz vɛri məč]

Lawyer S. [hwɛr dəz ǰan wərk]
Lawyer T. [hi hæz ə ǰab ɪn ðə laɪbrɛri]

6. Rhythm drills

Read the following series of sentences with smooth sentence rhythm. The teacher will indicate the speed of pronunciation by tapping with a pencil. Pronounce the sentences so that the interval between the stresses does not change.

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[1] Note to the teacher. The sound [ž] has been omitted from this section because it is not used with great frequency in English. It never appears in initial position in English words and sometimes is replaced by [ǰ] in final position as in GARAGE.

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[ðə mɛn ɪn ar klæs smok]
[ðə yəŋ mɛn ɪn ar klæs smok]
[ðə yəŋ mɛn ɪn ar ɪŋglɪš klæs smok]
[ðɪ əðər yəŋ mɛn ɪn ar ɪŋglɪš klæs smok]
[ðɪ əðər yəŋ mɛn ɪn ar ɪŋglɪš klæs dont smok]

[ðə boɪz ɪn ar klæs stədi]
[ðɪ ɪntɛlɪǰənt boɪz ɪn ar klæs stədi]
[ðɪ ɪntɛlɪǰənt boɪz ɪn ar pronənsiešən klæs stədi]
[ðɪ ɪntɛlɪǰənt boɪz ɪn ar pronənsiešən klæs dont stədi]
[ðɪ əðər ɪntɛlɪǰənt boɪz ɪn ar pronənsiešən klæs dont stədi][1]

7. Pronunciation of IT'S and THERE'S

Pronounce the following sentences.

[ɪts ə naɪs de]
[ðɛrz ə gʊd muvi ət ðə stet Θiətər]

Be sure that you pronounce the final [s] and [z] in the reduced forms [ɪts] and [ðɛrz] in the following exercise.

[ɪts ə gʊd kansərt]
[ɪts ə bɪg dɔg]
[ɪts ə larǰ tebəl]
[ɪts ən old tæksi]
[ɪts ə bɪg blækbɔrd]
[ɪts ə gʊd čɛr]
[ɪts ən ɪntrɪstɪŋ muvi]
[ɪts ə dɪfɪkəlt klæs]

[ðɛrz ə bʊk an ðə tebəl]
[ðɛrz ə mæn ɪn ðə bæŋk]
[ðɛrz ə dɔg ɪn ðə stɔr]
[ðɛrz ə wʊmən ɪn ðə kar]
[ðɛrz ə bɔɪ an ðə kɔrnər]
[ðɛrz ə pɛn an ðə dɛsk]
[ðɛrz ə tičər ɪn ðə larbrɛri]
[ðɛrz ə daktər ɪn ðə klæs]

[1] Note to the teacher: Additional rhythm drills may be practiced when needed by merely substituting in the above exercises the following: STUDENTS, or GIRLS for BOYS; SCHOOL for CLASS; PRACTICE, or LISTEN for STUDY.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON XV

PRONUNCIATION

1. Review of back vowels
2. Pronunciation of [f] and [v]
3. Pronunciation of [b] contrasted with [v]
4. Rhythm drills with 3 stresses

Review

a) Pronounce the following pair of sentences.

He hurt his shin.
He hurt his chin.

b) Pronounce the following words.

[šuz]	[čuz]	[ǰuz]
[šip]	[čip]	[ǰip]

c) Practice the following conversations from memory.

Clerk. Which shoes do you prefer?
Student. I like these shoes very much.

Lawyer S. Where does John work?
Lawyer T. He has a job in the library.

d) Pronounce the following sentences with smooth sentence rhythm.

1. The men in our class smoke.
2. The young men in our class smoke.
3. The young men in our English class smoke.
4. The other young men in our English class smoke.
5. The other young men in our English class don't smoke.

e) Pronounce the following sentences. Be sure to pronounce IT'S and THERE'S with reduced forms.

1. It's a beautiful day.
2. There's a man in the store.
3. It's an excellent example.
4. It's a good book.
5. There's a concert tonight.
6. There's an interesting letter on my desk.
7. It's a difficult class.
8. It's an expensive automobile.

1. Review of back vowels

Repeat each of the back vowels three times.

[uuu ʊʊʊ ooo ɔɔɔ]

Pronounce the following contrasts:

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[luk]	[lʊk]	[lon]	[lɔn]
[pul]	[pʊl]	[pol]	[pɔl]
[but]	[bʊk]	[bot]	[bɔt]

Pronounce the following sentences in rapid alternation.

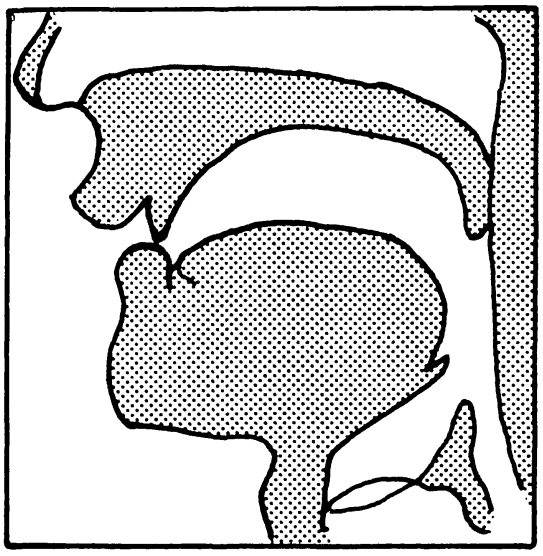
1. [aɪ sɛd ⌈luk⌋] I said, "Luke."
2. [aɪ sɛd ⌈lʊk⌋] I said, "look."

1. [aɪ sɛd ⌈bot⌋] I said, "boat."
2. [aɪ sɛd ⌈bɔt⌋] I said, "bought."

2. Pronunciation of [f] and [v]

The consonant [v] is a VOICED FRICATIVE. In the pronunciation of [v] the lower lip is against the upper teeth. The consonant [f] is a VOICELESS FRICATIVE that is, air continues to pass between the lower teeth and upper lip. In the pronunciation of [f] the lower lip is against the upper teeth.

Notice the position of the lips for [f] and [v] in the diagram. The only difference between these sounds is that [f] is voiceless and [v] is voiced.



Tongue position for [f] and [v]

Pronounce the following words.[1]

[1] Note to the teacher: Students should be reminded that both of these sounds should be pronounced with the lips in the same position. Spanish-speakers have a tendency to pronounce [v] with lips completely closed so that the sound is confused with English [b].

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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1 [f]	2 [v]
[fæn]	[væn]
[faɪ]	[vaɪ]
[faɪn]	[vaɪn]
[fæt]	[væt]
[fɔn]	[vɔn]
[fil]	[vil]
[lif]	[liv]
[bəlif]	[bəliv]

[fɔr]	[farm]	[æftərnún]
[fɛr]	[fæst]	[kæfətíryə]
[fɔl]	[fæt]	[téləfon]
[fərst]	[faɪnd]	[əfékt]
[vɛ́ri]	[ǽvənyu]	[rɪsív]
[vízɪt]	[lívɪŋ]	[ædváɪs]
[hɛ́vi]	[gívɪŋ]	[prəváɪd]
[lívɪŋ]	[šévɪŋ]	[kənvíns]

[ə lat əv æpəlz]
[ə lat əv ɪŋk]
[ə lat əv ɛgzæmɪnešənz]
[ə lat əv ɛgzæmpəlz]

Memorize the following conversation.

Engineer A. [ar yə goɪŋ tə vɪzɪt ðə fɔrd fæktri]
Engineer B. [yɛs wɪr goɪŋ ðɪs æftərnun]
Engineer A. [haʊ far ɪz ɪt tə ðə fæktri]
Engineer B. [ɪts ɔlmost fɔrti maɪlz]

3. Pronunciation of [b] contrasted with [v]

The consonant [b] is a VOICED STOP. In the pronunciation of [b] the lips are completely closed. Notice the position of the lips in the diagram.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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Tongue position for [b]

Pronounce the following words. Be sure that your lips are completely closed when you pronounce the [b] sound.

[wi bɪgɪn]
[wi bɪkəm]
[wi dɪskraɪb]
[ə jab]

[ðə batəl]
[ðə blækbɔrd]
[hi brɔt]
[hi brok]

Pronounce the following words.

1 [b]	2 [v]
[bæt]	[væt]
[ben]	[ven]
[bɛ́ri]	[vɛri]
[bæn]	[væn]
[bot]	[vot]
[rob]	[rov]

Pronounce the following sentences.

[aɪ laɪk muvɪz vɛri məč]
[aɪ lɪv ɪn æn arbər]
[hiz pleɪŋ vali bɔl]
[ðæts gud ædvaɪs]
[aɪ laɪk bɛriz]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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Memorize the following conversations.

Professor A. [hwɛr du yə lɪv]

Professor B. [aɪ lɪv ɪn ænarbər]

Student C. [wəz ðə muvi gʊd]

Student D. [no[1] ɪt wəz vɛri bæd]

4. Rhythm drills with 3 stresses

Practice the following conversation with a normal rapid smooth pronunciation. Use the 2-3 2-3 2-4 intonation.

Mr. S. [pardən mi bət yu ar ɪtɪŋ maɪ sæləd]

Mr. J. [ænd yu ar ɪtɪŋ maɪ brɛd]

Mr. S. [wetər pliz brɪŋ əs səm mor sæləd n ənəðər pis əv brɛd]

Note the places of potential stress (----) in the following sentence:

[ǰan wəz stədiɪŋ ɪn ɪz rum læst naɪt]

Practice the following questions and answers:

Who was studying last night?

[ǰan wəz]

What was John doing in his room last night?

[hi wəz stədiɪŋ]

Where was John studying last night?

[hi wəz stədiɪŋ ɪn ɪz rùm]

When was John studying?

[hi wəz stədiɪŋ læst naɪt]

---

[1] Note to the teacher: Long English sentences may have more than one stressed word and still retain normal English rhythm. The use of the above questions and answers will help the student shift his stress automatically as the situation demands.

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LESSON XVI

PRONUNCIATION

1. Pronunciation of [m] and [n]
2. Pronunciation of [n] contrasted with [ŋ]
3. Reduced form of AS
4. Rhythm drills

Review

a) Pronounce the following words.

[faɪ]	[vaɪ]	[baɪ]
[fæn]	[væn]	[bæn]

b) Review the following conversations from memory.

1. Engineer A. Are you going to visit the Ford Factory?
   Engineer B. Yes, we're going this afternoon.
   Engineer A. How far is it to the factory?
   Engineer B. It's almost forty miles.

2. Student C. Was the movie good?
   Student D. No, it was very bad.

1. Pronunciation of [m] and [n]

The consonant sound [m] is a VOICED NASAL. During the pronunciation of [m] the lips are closed. The consonant [n] is a VOICED NASAL. During the pronunciation of [n] the tongue touches the tooth ridge. The stream of air comes through the nose for both of these sounds.

Notice the position of the organs of speech in the sounds [m] and [n].

Lip position for [m]

Tongue position for [n]

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Pronounce the following words.

1 [m]	2 [n]
[mæt]	[næt]
[mæp]	[næp]
[səm]	[sən]
[rəm]	[rən]
[tæm]	[tæn]
[ræm]	[ræn]
[hɛm]	[hɛn]

Pronounce the following pair of sentences.

He wanted a cone [kon].
He wanted a comb [kom].

Pronounce the following phrases and sentences.[1]

[æt hom] [aɪm let] [hi kem]
[ə kon] [aɪm ərli] [ə daɪm]
[ə sən] [aɪm kold] [aɪ swɪm]

[ðə dɛntɪst ɪz ət hom]
[aɪ nid ə daɪm]
[ðe kem tə dinər]
[ðɛr kəmɪŋ tənaɪt]
[aɪm goɪŋ tə ðə muviz]
[ðe ræn tə ðə stɔr]
[ðə sən ɪz šaɪnɪŋ]

2. Pronunciation of [n] contrasted with [ŋ]

The sound [n] is pronounced with the tongue on the tooth ridge. The consonant [ŋ] is also a VOICED NASAL, but it is pronounced with the back of the tongue touching the velum.

Compare the following diagram with the diagram of [n] in section 1 of this lesson.

[1] Note to the teacher: Spanish speakers should be cautioned to close their lips completely when pronouncing [m], especially at the ends of words.

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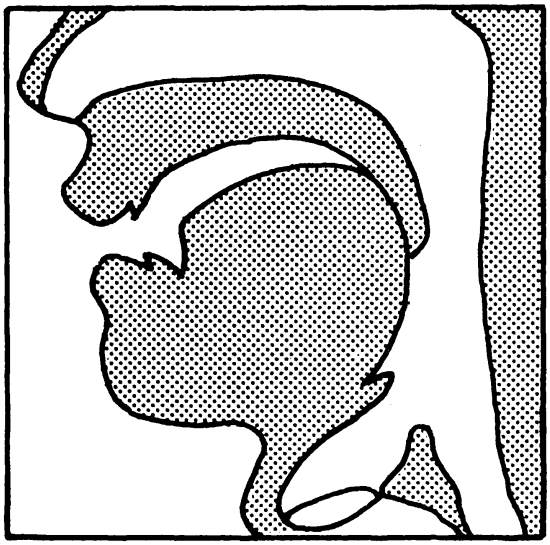

Tongue position for [ŋ]

Pronounce the following words.

1 [n]	2 [ŋ]
[sən]	[səŋ]
[rən]	[rəŋ]
[tæn]	[tæŋ]
[ræn]	[ræŋ]
[lɔn]	[lɔŋ]
[tən]	[təŋ]

Pronounce the following phrases and sentences.

[wən] [sɛvən] [hiz wərkɪŋ]
[ðə rɪŋ] [ðɛr wɔkɪŋ] [hiz kəmɪŋ]
[wi brɪŋ] [hiz brɪŋɪŋ] [šiz drɪŋkɪŋ]
[ši sæŋ] [hiz sɛndɪŋ] [ðɛr sɪŋɪŋ]

[pliz brɪŋ mi ə daɪm] [hiz sɪŋɪŋ ə sɔŋ]
[hi hæz ə sən] [šiz drɪŋkɪŋ ər ti]
[hiz kəmɪŋ ət wən]
[hiz kəmɪŋ ət tɛn]
[ðə θɪŋ ɪz vɛri θɪn]

Memorize the following conversations.

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Doctor A. [du yə hæv ə mæč]

Lawyer B. [no aɪ dont]

Doctor A. [ðɛrz wən an ðə dɛsk pliz brɪŋ ɪt tə mi]

Student F. [hwɛr ər yə goɪŋ]

Student G. [aɪm goɪŋ tə wɔšɪŋtən]

3. Reduced form of AS

Pronounce the following sentence.

[hiz əz yəŋ əz tam] He's as young as Tom.

In normal rapid conversation the word AS [æz] is reduced to [əz]. Pronounce the following phrases and sentences with normal rapid pronunciation.

[əz ɔfən əz bɪl]
[əz old əz tam]
[əz fæst əz ǰim]
[hiz əz tɔl əz bɪl]
[hiz əz larǰ əz ǰan]
[hiz əz yəŋ əz mɛri]
[hiz əz smɔl əz gloɪə]
[əz ərli əz mɛri]
[əz sloli əz gloɪə]
[əz šɔrt əz ǰan]
[ši ridz əz fæst əz ǰɪm]
[ðe draɪv əz fæst əz ǰim]
[ši stədɪz əz məč əz bɪl]
[wi it əz fæst əz ðə tičər]

4. Rhythm drills

Pronounce the following sentences rapidly and evenly. Try to maintain an even sentence rhythm; the teacher will indicate the speed of pronunciation by tapping with his pencil.

[ðə tičər gev əs ə buk]
[ðə mæn tɔkt əbaut səm kɔrsɪz]
[əlɪzəbəθ wɛnt tə ðə muviz]
[mɪsɪz bartən bɔt ə nu kar]
[ðə studənt ɪz lərnɪŋ ɪŋglɪš]
[aɪ want səm šugər ɪn maɪ kɔfi]
[ši wants səm bətər fər ər brɛd]
[hi wants səm kændɪ fər ɪz sən]
[yu want səm stæmps fər yər lɛtər]
[ðe gev əs frut fər ar dɪzərt]

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LESSON XVII

PRONUNCIATION

1. Pronunciation of [w]
2. Pronunciation of [g]
3. Contrast of [w] and [g]
4. Pronunciation of [y]
5. Contrast of [y] and [ǰ]
6. 2 2-4 intonation curve

Review

a) Pronounce the following words.

[səm]	[sən]	[səŋ]
[ræm]	[ræn]	[ræŋ]

b) Pronounce the following sentences.

1. That thing is very thin.
2. He's coming at ten.
3. Please come in.
4. I'm going to the movies tonight.
5. She has a new comb.
6. He's singing a song.
7. When is he going?
8. He's going at seven.

c) Practice the following conversation from memory.

Doctor A. Do you have a match?

Lawyer B. No, I don't.

Doctor A. There's one on the desk. Please bring it to me.

1. Pronunciation of [w]

The consonant [w] is a VOICED GLIDE[1]. At the beginning of the [w] sound the lips are rounded and the tongue is in a high back position similar to the tongue position for [u]. The lips are rapidly unrounded before the vowel which follows [w] is produced. The tongue glides smoothly into the position of the vowel which follows [w], and the voiced sound is continuous.

Notice the change in tongue and lip position during the pronunciation of [wa].

[1] See XI. 90

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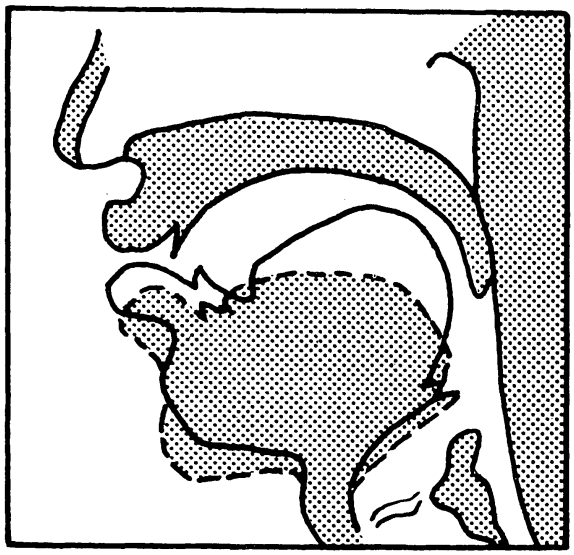

Change in tongue position for [wa]

Pronounce the following.

[we]	[wɛr]	[want]	[wíndo]
[waɪf]	[wəz]	[wɛl]	[wə́ndərfʊl]
[waɪd]	[wər]	[wɛnt]	[wíntər]
[wet]	[wərk]	[waɪnd]	[wɛ́ðər]
[wɔš][1]	[wʊl]	[wɔk]	[wʊ́mən]
[wɔl]	[wʊd]	[wɔrm]	[wɔr]

[ðə wʊl ɪz wɛt]

[ðə rum hæz ə waɪd wɪndo]

[ðə wʊmən ɪz byutɪfʊl]

[ðə wɔl ɪz med əv wʊd]

[ðɪs ɪz wəndərfʊl wɛðər]

2. Pronunciation of [g]

The consonant sound [g] is a VOICED STOP. During the pronunciation of [g] the back of the tongue touches the velum. Notice in the diagram that follows that the air stream is completely stopped in producing this sound.

[1] Note to the teacher: Students must be sure to unround the lips rapidly after pronouncing [w] and before pronouncing the vowel which follows, especially before back vowels.

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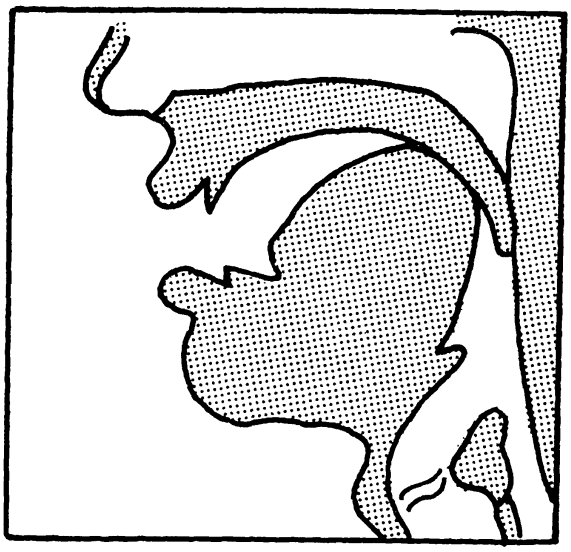

Tongue position for [g]

Pronounce the following.

[go]	[əgɛ́n]	[dɔg]	[šúgər]
[gɪv]	[bɪgín]	[lɛg]	[sɪgərɛ́t]
[gɛt]	[glæs]	[bɪg]	[fərgɛ́t]

[pliz gɪv mi ə mægəzin]

[ðə gərl bɪgæn ðə gem]

[ðə gərl hæz ə dɔg]

[mɪsɪz grin wants səm šugər]

[aɪ ɔlwəz fərgɛt ðə daɪəlɔg]

[ðə gɛst ɪz ɪn ðə gardən]

3. Contrast of [w] and [g]

When the consonant sound [w] is pronounced before a back vowel, as in WOOD, students sometimes touch the tongue to the velum. This produces a sound similar to [g] and the word resembles GOOD. Pronounce the following pairs of words. Do not touch your tongue to the velum when you pronounce [w].

1 [w]	2 [g]
[wʊd]	[gʊd]
[wən]	[gən]
[wɔl]	[gɔl]
[wɔk]	[gɔk]

Practice the following sentences.

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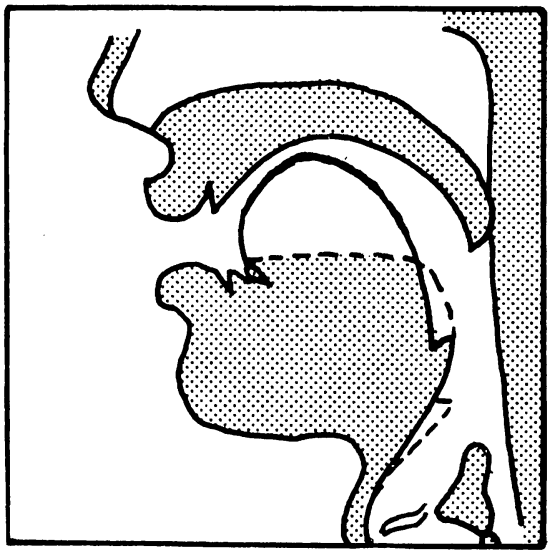
[šiz ə wəndərfʊl wʊmən]
[ðɪs wʊd ɪz gʊd]
[ðə klæs ɪz ət wən]
[wʊd yə gɛt mi ə sɪgərɛt]

4. Pronunciation of [y]

The consonant [y] is a VOICED GLIDE[1]. At the beginning of the [y] sound the tongue is in a high front position similar to the tongue position for [i]. The tongue glides smoothly into the position of the vowel sound which follows [y], and the voiced sound is continuous.

Notice the change in tongue position during the pronunciation of [ya].



Change in tongue position for [ya]

Pronounce the following.

[yu]	[yɛlo]	[yɛ́stərdi]
[yuz]	[yard]	[yužʊəl]
[yɪr]	[yɛs]	[yunɪvərsɪti]

[hi kem yɛstərdi]
[hi wɛnt tə ðə yunɪvərsɪti]
[ðə yard ɪz lärǰ]
[ðə drɛs ɪz yɛlo]

[1] See XI. P.90

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5. Contrast of [y] and [ǰ]

The sound [y] is pronounced without the tongue touching the tooth ridge. During the first part of the sound [ǰ] the tongue touches the tooth ridge.

Pronounce these two syllables in rapid succession.

[ya ǰa ya ǰa ya ǰa]

Pronounce the following. Be sure you do not touch the tongue to the tooth ridge when you pronounce [y].

1 [y]	2 [ǰ]
[yu]	[ǰu]
[yuz]	[ǰuz]
[yel]	[ǰel]
[yɪr]	[ǰɪr]
[yard]	[ǰard]
[yɛlo]	[ǰɛ́lo]

Practice the following conversations giving the appropriate answer.

Mr. A. [ɪz i goɪŋ tə yel]

Mr. B. [yɛs hiz goɪŋ tə yel]

Mr. C. [ɪz i goɪŋ tə ǰel]

Mr. D. [no hi ɪzənt goɪŋ tə ǰel]

Memorize the following conversation.

Dentist M. [hwɛn dɪd yə stədi ət ðə yunɪvərsɪti]

Dentist L. [aɪ stədɪd ðɛr læst yɪr]

Dentist M. [du yə wənt tə go əgɛn ðɪs yɪr]

Dentist L. [yɛs aɪ wʊd laɪk tu]

6. 2 2-4 intonation curve

Notice the intonation on the following phrases.

[ə kul dè] [ə yəŋ mæn]

In some phrases and sentences the voice frequently does not drop to pitch 3 or pitch 4 between stressed syllables, but remains on pitch 2. This is called the 2 2-4 intonation curve.

The 2 2-4 intonation is frequently heard in phrases like the following. Pronounce these phrases.

[ə waɪd rʊm]	[ən old mæn]	[hi spiks ɪŋglɪš]	[ši rɛd ðə bʊk]
[ə braʊn kɔt]	[ə yɛlo kot]	[hi ridz frɛnč]	[hi sɛnt ə lɛtər]
[ə haɪ bɪldɪŋ]	[ə ləki bɔi]	[wi et dɪnər]	[wi sæŋ ə sɔŋ]
[ə larǰ klæs]	[ə brokən dɪš]	[ðe wɛnt swɪmɪŋ]	[kən yə kəm ərli]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847. Downloaded on behalf of Unknown Institution

LESSON XVIII

PRONUNCIATION

1. Pronunciation of [l] before vowels
2. Pronunciation of [l] after vowels
3. Pronunciation of [h] and [hw]
4. Reduced forms with WILL
5. Rhythm exercises with reduced forms of HIM and HER

Review

a) Pronounce the following words.

wash	yes	go
wall	year	again
woman	young	garden
walk	yellow	dog

b) Pronounce the following pairs of sentences

He's going to Yale.
He's going to jail.

c) Practice the following conversation from memory.

Dentist M. When did you study at the university?
Dentist L. I studied there last year.
Dentist M. Would you like to go again this year?
Dentist L. Yes, I would.

d) Pronounce the following sentences with 2 2-4 intonation as marked.

1. John is a lucky boy.
2. Can you come early?
3. We ate breakfast.
4. He's a young man.
5. It's a perfect day.
6. That's a narrow street.
7. It cost fifty cents.
8. He has brown hair.

1. Pronunciation of [l] before vowels.[1]

The consonant [l] is a VOICED LATERAL.[2] During the pronunciation of [l] before vowels, as in the word LIST, the front part of the tongue is spread out and touches the tooth ridge. The middle of the tongue is high.

Notice the position of the tongue for [l] before vowels in the diagram.

---

[1] This is sometimes called a "clear" [l] in phonetic descriptions.

[2] See XI. P. 90

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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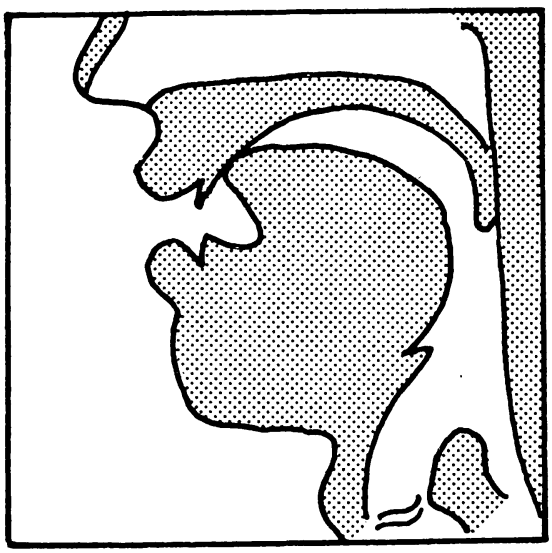

Tongue position for [l] before vowels

Pronounce the following.

[liv]	[laɪn]	[lɛ́sən]
[lɪst]	[lak]	[lɛ́tər]
[lɪv]	[luk]	[gləv]
[lɔŋ]	[læst]	[slo]

[hi lɛft ðə haʊs]

[aɪm lʊkɪŋ fər maɪ gləv]

[hiz lakɪŋ ðə dɔr]

[ðə læst lɛtər wəz lɔŋ]

[ðə laɪn ɪz vɛri lɔŋ]

2. Pronunciation of [l] after vowels[1]

During the pronunciation of [l] after vowels, as in CALL, the tip of the tongue touches the tooth ridge. The middle of the tongue is low.

Notice the position of the tongue for [l] after vowels in the diagram.

---

[1] This is sometimes called a "dark" [l] in phonetic descriptions.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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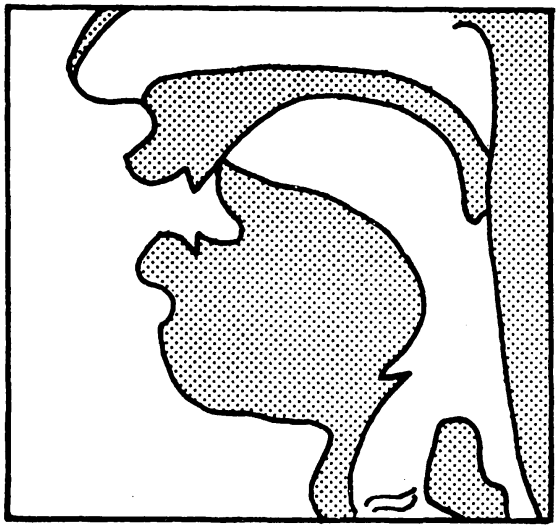

Tongue position for [l] after vowels

Pronounce the following. Make a slow transition between the vowel and the [l] and keep the middle of the tongue low.[1]

[il]	[pil]	[pul]
[el]	[pel]	[pol]
[æl]	[pæl]	[kol]
[ɔl]	[pɔl]	[hɔl]
[ɪl]	[dəl]	[mɪlk]
[ɛl]	[dal]	[hɛlp]
[fɪl]	[fʊl]	[fɛlt]
[fɛl]	[sɛl]	[šɛlf]

an early fall
a cold hall
a tall child
a pale child
a small pill

all of the meal
all of the wool
all of the bill
all of the milk
all of the wall

[hi filz ⌈kold⌋]
[šiz ɪn ðə ⌈hɔl⌋]
[ðə mɪlk ɪz ⌈gʊd⌋]

[ðə čaɪld ɪz vɛri ⌈tɔl⌋]
[ðə mɪlk ɪz vɛri ⌈kold⌋]

[1] For a fuller description of this technique applied to Spanish-speakers and others who use a "clear" [l] after vowels, see article by Betty J. Wallace, LANGUAGE LEARNING, Volume I, Number 2, pp. 24-25.

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Memorize the following conversations

Doctor. [mɪstər wɪl sən ɪz ɪl wɪl yə hɛlp ɪm]

Student. [yɛs aɪ wɪl]

Professor S. [haʊ dʊ yə fil]

Professor T. [aɪ fil faɪn]

Lawyer B. [haʊ dʊ yə fil]

Lawyer C. [aɪ dont fil vɛri wɛl]

3. Pronunciation of [h] and [hw]

The consonant [h] is a GLIDE.[1] It is produced by aspiration before a vowel. During the pronunciation of [h] the tongue and lips are in the position for the pronunciation of the vowel which follows [h]. For example, for [hu] the tongue is in a high back position and the lips are rounded; for [hi] the tongue is in a high front position and the lips are unrounded. The sound [h] is voiceless; voicing is added in order to pronounce the vowel which follows [h].[2]

Pronounce the following.

[hat]	[hət]	[həŋgri]	[hǽpən]
[het]	[hæt]	[hə́zbənd]	[hɛ́lθi]
[hit]	[hɪt]	[hǽnsəm]	[hɛ́dek]

[hiz ɪn ðə hɔl]

[hiz ɪn ðə haʊs]

[hər həzbənd ɪz hɪr]

[ðɛr həŋgri]

[ðɛr hɛlθi]

In the sound [hw] the tongue and lips are in the position for [w]. In rapid pronunciation when a word begins with the sound [hw] the aspiration is often omitted, especially when the word is not stressed.[3]

Pronounce the following.

[hwət]	[hwətɛ́vər]
[hwɛn]	[hwɛrɛ́vər]
[hwɛr]	[hwɛnɛ́vər]
[hwaɪ]	[hwaɪl]

[1] See XI.P.90

[2] Many Spanish-speakers pronounce [h] with a strong fricative sound at the velum as in Spanish JARRO. There should not be such strong friction in the English [h] sound.

[3] Note to the teacher. Many English speakers make no distinction between [w] and [hw].

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[hwətɛvər i hæz] [wətɛvər i hæz]
[hwaɪl iz hɪr] [waɪl iz hɪr]
[hwən dɪd i kəm] [wɛn dɪd i kəm]
[hwɛr dɪd i go] [wɛr dɪd i go]
[hwət dɪd i hæv] [wət dɪd i hæv]

Memorize the following conversation.

John. [hwɛr ɪz ər həzbənd]
James. [hiz ɪn ðə haus]

4. Reduced forms with will

Pronounce the following pair of sentences.

[wi wɪl go letər] [wil go letər]
[wi wɪl bi let] [wil bi let]

In normal rapid pronunciation the word WILL is combined with other words to produce the following reduced forms.

you will	[yul]
they will	[ðel]
she will	[šil]
he will	[hil]
I will	[aɪl]
it will	[ɪ́təl]
we will	[wil]
John will	[ǰánəl]
Mary will	[mɛ́riəl]

Pronounce the following sentences using the reduced forms of WILL.

[yul go letər] [ðel bi ðɛr letər]
[ðel go letər] [wil bi ðɛr letər]
[šil go letər] [yul bi ðɛr letɛr]
[hil go letər] [mɛriəl əɪ bi ðɛr letər]
[ǰanəl go letər] [aɪl bi ðɛr letər]

5. Rhythm exercises with reduced forms of him and her

The teacher will ask the questions in the following exercise. Give the answers with normal rapid pronunciation using the reduced forms of HIM and HER [ɪm] and [ər].

[dɪd yə mit mɪstər smɪθ] [yɛs aɪ mɛt ɪm yɛstərdi]
[dɪd yə mit mɪs ændərsən] [yɛs aɪ mɛt ər yɛstərdi]

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[dɪd yə mit ⌈mɛ⌋ri]
[dɪd yə mit ⌈ra⌋bərt]
[dɪd yə mit ⌈ǰan]
[dɪd yə mit əl⌈ɪ⌋zəbɛƟ]

[dɪd yə mit ⌈ǰan]
[dɪd yə mit əl⌈ɪ⌋zəbɛƟ]
[dɪd yə mit ⌈ra⌋bərt]
[dɪd yə mit ⌈mɛ̀⌋ri]
[dɪd yə mit mɪstər ⌈smɪ⌋Ɵ]
[dɪd yə mit ⌈ǰemz]

[ȳɛs aɪ mɛt ər ⌈yɛs⌋tərdi]
[ȳɛs aɪ mɛt ɪm ⌈yɛs⌋tərdi]
[ȳɛs aɪ mɛt ɪm ⌈yɛs⌋tərdi]
[ȳɛs aɪ mɛt ər ⌈yɛs⌋tərdi]

[nō aɪ dɪdnt ⌈mit⌋ ɪm]
[nō aɪ dɪdnt ⌈mit⌋ ər]
[nō aɪ dɪdnt ⌈mit⌋ ɪm]
[nō aɪ dɪdnt ⌈mit⌋ ər]
[nō aɪ dɪdnt ⌈mit⌋ ɪm]
[nō aɪ dɪdnt ⌈mit⌋ ɪm]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON XIX

PRONUNCIATION

1. Pronunciation of [p], [t], and [k]
2. Syllabic consonants [n] and [l]
3. Rhythm drills with DIDN'T, COULDN'T, SHOULDN'T, WOULDN'T
4. Reduced forms of HAVE TO, HAS TO, USED TO
5. Rhythm drills

Review

a) Pronounce the following words.

leave	slow	pale	milk
last	glove	child	help
long	lesson	hall	felt
line	letter	wool	cold

b) Practice the following conversations from memory.

Professor S. How do you feel?
Professor T. I feel fine.

John. Where is her husband?
James. He's in the house.

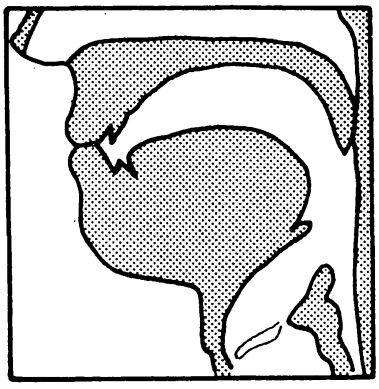
c) Pronounce the following sentences using the reduced forms of WILL, and HIM and HER.

1. He'll talk to you tomorrow.
2. They'll go to Detroit next week.
3. I gave her the book yesterday.
4. They told him about the movie.
5. I didn't ask her.

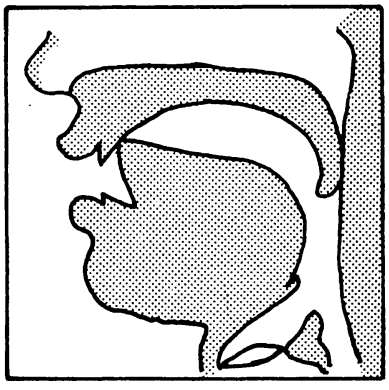
1. Pronunciation of [p], [t], and [k]

The sounds [p], [t], and [k] are VOICELESS STOPS. During the pronunciation of [p] the lips are together. During the pronunciation of [t] the front of the tongue touches the tooth ridge. During the pronunciation of [k] the middle of the tongue touches the velum.

Notice the position of the lips and tongue for the pronunciation of [p], [t] and [k] in the diagrams below.



Lip position for [p]



Tongue position for [t]

Tongue position for [k]

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When the consonants [p], [t] and [k] are at the beginning of stressed syllables, they are pronounced with slight aspiration; that is, there is a small [h] sound between the consonant and vowel which follows it.[1]

Pronounce the following words with aspiration after [p], [t] and [k].

[paɪ]	[tébəl]	[kar]
[pɛn]	[tæksi]	[kændi]
[pɛr]	[test]	[kold]
[paʊnd]	[tɔk]	[kɔfi]
[paɪp]	[tɛl]	[kəm]
[pípəl]	[tost]	[kæš]

When the consonants [p], [t] and [k] occur at the end of a syllable or in unstressed position they are pronounced with no aspiration. Pronounce the following words. Do not aspirate [p], [t] and [k] when they occur at the end of a syllable or in unstressed position. (As in the second column.)

[p]

[pípəl]	[slip]
[paʊnd]	[hop]
[əpríšiet]	[kæmpəs]
[əpártmənt]	[haspɪtəl]
[ɛkspɛ́ns]	[kip]

[t]

[tébəl]	[hit]
[ətɛ́nd]	[sɪt]
[tost]	[raɪt]
[ətrækšən]	[kəstəm]
[test]	[daktər]

[k]

[kar]	[lek]
[kəm]	[smok]
[kæš]	[pakɪt]
[ɪnkrís]	[pɪknɪk]
[bɪkə́m]	[nɪkəl]

Pronounce the following sentences.

[ðə tost ɪz hat]

[ðə pipəl wər əslip]

[hi hæz ə paɪp ɪn ɪz pakɪt]

[ðə kæmpəs wəz kul]

[ðə kɔfi wəz kold]

[1] Note to the teacher: Spanish-speakers can sometimes be made aware of the difference between Spanish and English [p] by pronouncing in contrast PIPA in Spanish and [paɪp] in English with a lighted match held before the mouth.

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[pliz tɛl mi ðə taɪm]
[ðə pɪknɪk wəz ɪntrɪstɪŋ]
[hi nidɪd ən əpartmənt]

Memorize the following conversations.

Clerk.	[du yə want kɔfi ər ti]
Student.	[aɪ want ti pliz]
Clerk.	[du yə want šugər ɪn yər ti (kɔfi)]
Engineer A.	[du yə hæv ə pɛnsəl]
Engineer B.	[yɛ̄s ɪts ɪn ðə pakɪt əv maɪ kot]
Lawyer L.	[du yə hæv ə kar]
Lawyer L.	[yɛ̄s aɪ hæv ə kædɪlæk]
Lawyer L.	[ðæts ə vɛri ɛkspɛnsɪv kar]
Lawyer M.	[yɛ̄s bət ɪts vɛri kəmftəbəl]

2. Syllabic Consonants [n] and [l]

Some consonants, especially the continuants, are often syllabic; that is, the consonant itself is the center of a syllable, or it is an entire syllable in itself; the vowel which precedes it is omitted entirely. The instructor will pronounce the two following columns of words. Observe the vowel in the second syllable of each word in column A; observe the omission of the vowel in the second syllable of the same word in Column B.

A.	B.
[lítəl]	[lítl]
[tótəl]	[tótl]
[pərsən]	[pə́rsn]
[studənt]	[stúdnt]

Observe that the vowel which is omitted is [ə]. In this text the vowel which is pronounced in words with syllabic consonants has been included in the phonetic representation of words.

Two of the consonants most frequently pronounced as syllabic consonants are [l] and [n] in unstressed syllables.

Pronounce the following two columns of words. Observe the omission of the vowel in each word in the second column. P ronounce the consonant that remains as a syllabic consonant.

[l]	
[lɪtəl]	[lɪtl]
[batəl]	[bátl]
[pɛnsəl]	[pɛ́nsl]
[ɛksələnt]	[ɛkslənt]
[haspɪtəl]	[háspɪtl]

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	[n]
[gárdən]	[gárdn]
[lɛ́sən]	[lɛ́sn]
[wílsən]	[wílsn]
[sə́rtənli]	[sə́rtnlɪ]
[ɪmpɔ́rtənt]	[ɪmpɔ́rtnt]

Observe also that the word AND is frequently reduced to a syllabic [n].

[brɛd ənd bətər]	[brɛd n bətər]
[bɔɪz ənd gərlz]	[bɔɪz n gərlz]
[hi sɪŋz ənd dænsɪz]	[hɪ sɪŋz n dænsɪz]
[ðɪs ənd ðæt]	[ðɪs n ðæt]
[mɪstər bartən ən ǰan]	[mɪstər bartən n ǰan]

The reduced forms DIDN'T, COULDN'T, WOULDN'T, SHOULDN'T, ISN'T, WASN'T are often pronounced with syllabic [n]. Pronounce the following sentences.[1]

[hi dɪdnt go]	[hi wʊdnt go]
[ši kʊdnt go]	[ðe šʊdnt gó]
[hi ɪznt ə studənt]	[ši ɪznt ə tičər]
[ši wəznt ə studənt]	[hi wəznt ə tičər]

Practice the following sentences. Use the syllabic consonant [l] or [n] whenever possible.

1. The speech was excellent.
2. The book is important.
3. The students are coming tomorrow.
4. She has a beautiful garden.
5. They didn't want the books.
6. The boys and girls are here.
7. It's in the middle of the lesson.
8. We had bread and butter for supper.

Memorize the following conversations.

Teacher: [ɪz ðə lɛsən ɪmpɔrtənt]

Student: [yɛs ɪt sərtənli ɪz]

Teacher: [hwɛr ɪz mɪstər wɪlsən]

Student: [hiz æbsənt təde]

3. Rhythm drills with DIDN'T, COULDN'T, SHOULDN'T, WOULDN'T

[1] The symbol [ə] has been omitted here for purposes of drill.

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Pronounce the following sentences with smooth sentence rhythm. Use the syllabic [n] in the words DIDN'T, COULDN'T, SHOULDN'T, WOULDN'T.

[hi dɪdnt ⌈lɪsən tə mi]	[ðe dɪdnt ⌈rid⌉ ɪt]
[hi šudnt lɪsən tə mi]	[ðe šudnt rid ɪt]
[hi kudnt lɪsən tə mi]	[ðe kudnt rid ɪt]
[hi wudnt lɪsən tə mi]	[ðe wudnt rid ɪt]
[hi dɪdnt fərgɛt⌉ ɪt]	[hi dɪdnt ⌈luk⌉ ət ər]
[hi šudnt fərgɛt ɪt]	[hi šudnt luk ət ər]
[hi kudnt fərgɛt ɪt]	[hi kudnt luk ət ər]
[hi wudnt fərgɛt ɪt]	[hi wudnt luk ət ər]

4. Reduced forms of HAVE TO, HAS TO, USED TO.

Pronounce the following.

[aɪ hæf tə ⌈stədi]	I have to study.
[aɪ hæf tə ⌈it]	I have to eat.
[hi hæs tə ⌈wərk]	He has to work.
[hi hæs tə ⌈rid]	He has to read.
[aɪ yus tə ⌈stədi]	I used to study.
[hi yus tə ⌈rid]	He used to read.

Notice the difference between the reduced form and the full form of the following expressions.

	Full Form	Reduced Form
have to	[hæv tu]	[hæftə]
has to	[hæz tu]	[hæstə]
used to	[yuz tu]	[yustə]

Pronounce the following with normal rapid pronunciation.

[hi hæs tə go tə ðɪ ⌈ɔfɪs]
[hi yus tə go tə ðə ⌈kansərts]
[wi hæf tə spik ⌈ɪŋgliš]
[ðe yus tə wərk ɪn ðə ⌈laɪbrɛri]
[wi yus tə ⌈smok]
[ši hæs tə kəm ⌈ərli]
[aɪ hæf tə go tə ⌈klæs]
[ðe hæf tə it ⌈lənč⌉ naʊ]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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[du yə hæf tə go nau]
[wi yus tə drɪŋk kɔfi]

5. Rhythm drills

Read the following series of sentences with smooth sentence rhythm. The teacher will indicate the speed of pronunciation by tapping with a pencil. Pronounce the sentences so that the interval between the stresses does not change.

a) [yu kən faɪnd ɪt]
[yu kən faɪnd ɪt ɪn ðɪ ɛnsaɪkləpidɪə]
[yu kən faɪnd ɪt ɪn ðə larʃ ɛnsaɪkləpidɪə]
[yu kən faɪnd ɪt ɪn ðə larʃ ɛnsaɪkləpidɪə ɪn ðə laɪbrɛri]

b) [aɪm goɪŋ tə stədi]
[aɪm goɪŋ tə stədi ɪn maɪ rum]
[aɪm goɪŋ tə stədi ɪn maɪ rum wɪð ə frɛnd]
[aɪm goɪŋ tə stədi ɪn maɪ rum wɪð ə frɛnd ðæt yə no]

c) [aɪ kʊdnt go]
[aɪ kʊdnt go tə ðə stɔr]
[aɪ kʊdnt go tə ðə stɔr baɪ kar]
[aɪ kʊdnt go tə ðə stɔr baɪ kar yɛstərde]

d) [hi yus tə it hæmbərgərz]
[hi yus tə it hæmbərgərz æt ə drəg stɔr]
[hi yus tə it hæmbərgərz æt ə drəg stɔr wɪð ə studnt]
[hi yus tə it hæmbərgərz æt ə drəg stɔr wɪð ə studnt frəm yur klæs]

e) [dəz i hæf tə wərk]
[dəz i hæf tə wərk ɪn ðə gardn]
[dəz i hæf tə wərk ɪn ðə gardn wɪð ɪz faðər]
[dəz i hæf tə wərk ɪn ðə gardn wɪð ɪz faðər ðɪz æftərnun]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON XX

PRONUNCIATION

1. Review of vowels
2. Review of consonants
3. Stress and intonation
4. Practice on forms of the verbs
5. Practice on CAN, CAN'T, and DIDN'T
6. Practice on IT'S and THERE'S

1. Review of vowels

a) Pronounce the vowel sounds from the chart below.

1. 2.	[i] [ɪ]		[u] [ʊ]	8. 9.
3. 4.	[e] [ɛ]	(6) [ə]	[o]	10.
5.	[æ]	(7) [a]	[ɔ]	11.

b) Identify the vowel sound of the following words by number from the vowel chart.

do	sit	is	put	say	take	speak
come	get	sell	know	teach	leave	make
meet	cost	go	think	eat	see	bring

c) Give the past form of the words in section (b) and identify the vowel sound.

d) Pronounce the following sentences.

1. He sleeps late.
2. The examination is easy.
3. He lives in the city.
4. The man is in class.
5. The class begins at eight o'clock.
6. He has a lot of money.
7. He bought a small boat.
8. The food is usually good.
9. Robert is a rapid reader.
10. He's hungry.

2. Review of consonants

Pronounce the following sentences.

1. He's playing volley ball.
2. Miss Smith is asleep.
3. Ships are boats.
4. Sheep are animals.
5. Potato chips are good to eat.
6. Jeeps are automobiles.
7. Blue jeans are cheap.
8. He's in room eleven at the Rackham Building.
9. The sun usually shines.

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10. He's as young as John.
11. What time is it? It's ten minutes to two.
12. How do you feel? I feel fine, thank you.
13. This lesson is very important.
14. He lives at 179 Main Street.
15. He likes to smoke.

3. Stress and intonation

a) Pronounce the following sentences emphasizing the words which the teacher tells you. Use 2-3 2-4 intonation

1. The man is going to the movies.
2. They went to a concert in the evening.
3. We often attend the lectures in the auditorium.
4. The professor can answer the question.
5. She smiles at the students in the class.

b) Practice the following conversation with the intonation as marked.

John: Would you like to go to the movies?

Robert: Yes, I would.

John: Good, let's go.

4. Practice on forms of the verbs

a) Pronounce the following sentence.

I WALK and she WALKS too.

Substitute the following words or phrases for WALK in the above sentence.

run	laugh at him	wash the dishes
smile	point at him	read English
study	talk to him	speak English
understand	listen to him	watch the baby

b) Pronounce the following sentence.

He said, "WALK," and I WALKED.

Substitute the words and phrases from section (a) in this sentence.

5. Practice on CAN, CAN'T, and DIDN'T

a) Pronounce the following with smooth sentence rhythm.

I can go with him.

come tonight.
walk very far.
sleep very well.
study this afternoon.
run very fast.
understand very well.

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b) Substitute the phrase from section (a) in the following sentences.

I can't _____.

I didn't _____.

6. Practice on IT'S and THERE'S

Pronounce the following sentences with normal rapid pronunciation. Be sure you use the reduced forms IT'S and THERE'S.

There's a pencil on the desk.
- pen
- book
- hat
- pipe
- cigarette
- flower

It's a good day to go for a walk.
- study my lesson.
- go to the movies.
- go to Detroit.
- read a book.
- play tennis.
- go to the library.
- write letters.
- go to the store.
- visit my friends.

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LESSON XXI

PRONUNCIATION

1. Phonetic syllabication
2. Marking pauses for rhythm and intonation
3. Review of [i] and [ɪ]

1. Phonetic syllabication[1]

Pronounce the following phrases.

did it	drive it	cause it
like it	catch it	close it
make it	expect it	open it
stop it	discuss it	move it
keep it	change it	contain it

Notice how each phrase is pronounced as one unit. The final consonant of the first word tends to become the initial consonant of the second word when the second word begins with a vowel. This is called phonetic syllabication.

[dɪd ɪt]	becomes	[dɪ - dɪt]
[laɪk ɪt]	becomes	[laɪ - kɪt]

Pronounce the following phrases.

closed it	helped it	brushed it
caused it	stopped it	cashed it
opened it	discussed it	liked it
moved it	left it	ordered it
changed it	kept it	watched it

Notice how each phrase is pronounced as one unit. The final consonant of the first word tends to become the initial consonant of the second word when the second word begins with a vowel. This simplifies many of the complex combinations of consonants which occur in English.

[klozd ɪt]	becomes	[kloz - dɪt]
[kɔzd ɪt]	becomes	[kɔz - dɪt]

Practice the following phrases. Pronounce each phrase as a unit, but put the final consonants of the first word of the phrase at the beginning of the next word, if that word begins with a vowel sound.

For example: [staps æt hom] becomes [stap - sæt hom]

stops at home	smiles at her	girls in here
left at home	laughs at her	students in here
lived at home	looks at her	dentists in here
helps at home	points at her	doctors in here

Pronounce the following sentences using phonetic syllabication wherever possible.

---

[1] This term is taken from T. Navarro Tomas and Aurelio M. Espinosa, A PRIMER OF SPANISH PRONUNCIATION, Benjamin H. Sanborn and Company, New York, 1926, p. 7 ff.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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1. John was tired of reading.
2. They changed all of the questions.
3. The parts of the country I like best are in the West.
4. He always turns on the radio.
5. He learned all of the words.
6. The teachers worked all day.
7. All of the dentists are in their offices.
8. They arranged our program.
9. She washed all of the dishes.
10. They stopped at the hotel.

Memorize the following conversations. Notice the phonetic syllabication.

Student A. [hwɛn | mɛ | ri fərst ə | raɪvd | hɪr | ši dɪdənt | laɪk | ðɪs | sɪ | ti]

Student B. [dəz ši laɪ-kɪt naʊ]

Student A. [yɛs ši čenǰ-dər | maɪnd]

Pronounce the following sentences using phonetic syllabication wherever possible.

It's a --------
[ɪt-sə -------]

It's a new book.	It's an easy examination.
It's a good answer.	It's a good typewriter.
It's an interesting question.	It's an intelligent answer.
It's a beautiful day.	It's a large box.

There's a ----
[ðɛr-zə -----]

There's a book on the table.	There's a doctor in my class.
There's a pencil in the drawer.	There's a boat on the river.
There's a dollar in my purse.	There's a Colombian in the course.
There's a suit in the closet.	There's a teacher in the room.

That's a -----
[ðæt-sə -----]

That's a man in my English class.	That's a little boy in the car.
That's a new book on the table.	That's an interesting story.
That's a piece of chalk.	That's an exciting mystery.
That's a picture of my mother.	That's a difficult question.
That's a new automobile.	That's a new coat.

2. Marking pauses for rhythm and intonation

The purpose of this exercise is to practice dividing sentences into groups. Pause after each word that you emphasize. Use 2-3 2-4 intonation.

a) Mark pauses with a bar [/] in the following sentences. There should be 3 groups of words in each sentence.

Example: The man/ is going/ to the movies./

1. John is coming to Ann Arbor.
2. The boy is going to study at the university.
3. The students like to go to concerts.

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4. The professor can answer the questions.
5. Many doctors are studying at the university.
6. The lawyers read many books in the library.
7. The doctors are young and enthusiastic.
8. They attend the lectures in the auditorium.
9. The students receive many letters in the morning.
10. The teacher smiled at the students in class.

b) Notice the difference in the following sentences.

The man/ is going/ to the movies./

The man/ is going to the movies./

Pronounce the sentences in section (a) with only 2 groups of words by omitting one pause as in the example above.

3. Review of [i] and [ɪ]

Pronounce the following. Make a clear distinction between [i] and [ɪ].

[pɪn]	[wik]
[kin]	[did]
[sil]	[sim]
[pɪl]	[dɪd]

[hiz itɪŋ]
[hiz slipɪŋ]
[hiz ridɪŋ]
[hiz slɪpɪŋ]

Memorize the following conversation.

Doctor A. [ɪz i slipɪŋ]
Doctor B. [no hiz itɪŋ dɪnər]

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LESSON XXII

PRONUNCIATION

1. Consonant clusters with [r] after vowels
2. Consonant clusters with [r] before vowels
3. Intonation exercise. "The Purple Cow"
4. Exercise in marking pauses

Review

a) Pronounce the following sentences. Use phonetic syllabication when the words are underlined.

1. I stopped him.
2. She asked her a question.
3. There's a new book on the table.
4. The doctors are early.
5. She arranged our program.

b) Practice the following conversation from memory.

Student A. When Mary first arrived here, she didn't like this city.
Student B. Does she like it now?
Student A. Yes. She changed her mind.

c) Practice the following conversation from memory. Which words contain the sound [i]? Which words contain the sound [ɪ]?

Doctor A. Is he sleeping?
Doctor B. No. He's eating dinner.

1. Consonant clusters with [r] after vowels

It is important to remember that the [r] sound is pronounced without contact or vibration against the top of the mouth. Pronounce the following sounds. Concentrate on the correct pronunciation of [r].

[ərz]	[ɔrz]	[ɪrz]	[ɔrd]	[ard]	[ərd]
[ərv]	[ərb]	[ɔrt]	[ərt]	[ərn]	
[ərnz]	[ərts]	[ərks]	[ərbz]	[arts]	

a) Pronounce the simple form and the plural of the following words.

Example: [wərd] [wərdz]

[stɔr]	[dɪ́nər]	[yard]
[yɪr]	[fáðər]	[stǽndərd]
[kar]	[wɪ́ntər]	[kard]
[dɔr]	[sə́mər]	[wərd]

b) Pronounce the simple form and third person singular of the following words.

Example: [wɛr] [wɛrz]

[hɪr]	[sərv]	[lərn]
[ɔ́rdər]	[kərv]	[ərn]
[hwɪ́spər]	[rɪzə́rv]	[rɪtə́rn]
[kə́vər]		[kənsə́rn]
		[tərn]

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c) Pronounce the simple form and the past form of the following words.

Example: [ɔrdər] [ɔrdərd]

[ɔfər]	[ædmaɪr]	[rɪtərn]
[ænsər]	[rɪkwaɪr]	[lərn]
[ɔrdər]	[prɪpɛr]	[kənsə́rn]
[inkwáɪr]	[prɪfər]	[tərn]

d) Pronounce the following words.

[hərt]	[part]	[hərts]
[kwɔrt]	[vərb]	[parts]
[kə́nsərt]	[wərk]	[vərbz]

Practice the following sentences.

[ðe prɪfərd ðə wɛðər ɪn ðə səmər]

[wi ərnd ə lat əv məni]

[ðɛr wər mɛni karz an ðə strit]

[ðə stɔrz ar an men strit]

[hi hwɪspərd ðɪ ænsər]

Practice the difference between the following sentences.[1]

The teachers work in the morning.
The teacher works in the morning.

Memorize the following conversation.

Dentist C. [hæv yu ɔrdərd ar dɪnər]

Dentist D. [yɛs ənd aɪ ɔlso ɔrdərd drɪzərt]

2. Consonant clusters with [r] before vowels

Practice the following combinations with [r] before vowels. Be sure not to touch the tip of the tongue to the top of your mouth. Round the lips for the [r] before pronouncing consonants preceding [r], except [p] and [b].

[prə][2] [trə] [krə] [brə] [grə] [strə] [sprə]

[pr]	[tr]	[kr]
[praɪs]	[tre]	[krim]
[prógræm]	[traɪ]	[kraɪm]
[prɛ́zɪdənt]	[tri]	
[prɪfə́r]	[truθ]	[ɪnkrís]

[1] Note to the teacher: For an explanation of the use of this exercise see the introduction to this volume.

[2] If necessary pronounce this first with an extra vowel between the two consonants: [pərə], [tərə], etc.

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[prábləm]
[prǽktɪs]
[príti]
[prəvaɪd]

[tɛ́mprəčər]
[ɪmprúv]
[ɛksprɛ́šən]

[tru]

[kəntrol]
[ɔ́rkɛstrə]
[əlɛ́ktrɪk]
[ətrǽktɪv]
[ɪntrədəkšən]

[dəskraɪb]
[prɪskraɪb]
[dɪskrípšən]

[br]

[brɛd]
[brɪŋ]
[brek]
[brəš]
[brið]

[dr]

[drɪŋk]
[drəg stɔr]
[drɛs]
[draɪv]
[drəgɪst]

[gr]

[grup]
[gred]
[grin]
[gro]
[prəgrɛ́s]

[spr]

[sprɪŋ]
[sprɔl]
[spre]

[str]

[strit]
[strɪkt]
[stret]

Memorize the following conversations.

Student L. [ar yə həŋgri]

Student M. [yɛs aɪ æm]

Student L. [lɛts gɛt səm aɪs krim]

Engineer A. [ɪts difɪkəlt tə ɪmpruv ar prənənsiešən]

Engineer B. [yɛs wi nid ə lat əv prǽktɪs]

John. [huz yər frɛnd šiz vɛri ətrǽktɪv]

Jim. [hər nem ɪz frænsɪs aɪ mɛt ər æt ðə prográm]

3. Intonation exercise

The instructor will read the following poem. Read it rapidly and smoothly as marked. Emphasize only the words marked. Memorize the poem.

The Purple Cow

Gelett Burgess

I never saw a purple cow,
I never hope to see one;
But I can tell you anyhow,
I'd rather see than be one.

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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4. Exercise in marking pauses

Mark the following paragraph for acceptable rhythm as the first sentence is marked. Read the paragraph after you mark it.

There was a picnic/ at a farm/ in the country yesterday./ All of the students were invited to the picnic. They drove to Dr. Peter's farm, which is several miles from the city. The part of the farm the students enjoyed most was the lake. The lake was about a mile long and a half mile wide. The students swam in the lake and ate dinner beside the lake. They returned home about eight o'clock in the evening, and they all slept well that night.

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LESSON XXIII

PRONUNCIATION

1. Consonant clusters with [m]
2. Consonant clusters with [n]
3. Consonant clusters with [ŋ]
4. Exercise in marking pauses
5. Practice on the reduced forms of COULD HAVE, SHOULD HAVE, MIGHT HAVE, WOULD HAVE.

Review

a) Practice the difference between the following sentences.

The doctors learn the new vocabulary.
The doctor learns the new vocabulary.

b) Practice the following conversations from memory.

Dentist C. Have you ordered dinner?
Dentist D. Yes, and I also ordered dessert.

John. Who's your friend? She's very attractive.
Jim. Her name is Frances. I met her at the program.

c) Practice the following poem with suitable intonation.

I never saw a purple cow,
I never hope to see one;
But I can tell you, anyhow,
I'd rather see than be one.

1. Consonant clusters with [m]

In the pronunciation of [m] the lips are completely closed. Pronounce the following words.

1	2	3
[taɪ]	[taɪm]	[taɪmz]
[ar]	[arm]	[armz]
[ru]	[rum]	[rumz]
[fɔr]	[fɔrm]	[fɔrmz]
[ne]	[nem]	[nemz]
[wɔr]	[wɔrm]	[wɔrmz]

Pronounce the following syllables. Be sure your lips are completely closed when pronouncing [m].

[amz] [emd] [aɪmz] [əmz] [ɪmz] [ɔrmd]

Pronounce the following words.

[daɪmz]	[rumd]	[sə́mtaɪmz]
[kəmz]	[farmd]	[nɪ́knemz]
[swɪmz]	[fɔrmd]	[prógræmz]
[simz]	[nemd]	[prábləmz]
[nemz]	[simd]	[bɛ́drumz]

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Practice the following sentences.

[ðə prográmz ar ɪmpɔ́rtənt]
[ðə lɛ́sən ɪz səmtaɪmz dɪ́fɪkəlt]
[ðɛr kǽstəmz ar dɪ́frənt]
[ðə rumz ar vɛri lárǰ]

Practice the difference between the following pairs of sentences.[1]

1. [ðə nemz sim dɪ́fɪkəlt]
   [ðə nem simz dɪ́fɪkəlt]
2. [ðə rumz sim byutɪ́fʊl]
   [ðə rum simz byutɪ́fʊl]

2. Consonant clusters with [n]

The sound [n] is pronounced with the tongue against the tooth ridge. Pronounce the following words.

1	2	3
[si]	[sin]	[sinz]
[faɪ]	[faɪn]	[faɪnz]
[le]	[len]	[lenz]
[lo]	[lon]	[lonz]
[lɔ]	[lɔn]	[lɔnz]

Practice the following syllables. Be sure your tongue is touching the tooth ridge when you pronounce [n].

[ənz]	[ənd]	[aɪnz]	[aɪnd]	[ɪnz]	[ond]
[ənts]	[ænts]	[aʊnts]	[ɪnts]	[ants]	

Pronounce the following words.

[sənz]	[lísənd]	[bɪgɪnz]
[spunz]	[tɛ́ləfond]	[gardənz]
[faɪndz][2]	[kwɛ́sčənd]	[kwɛsčənz]
[ɛndz]	[mɛ́nčənd]	[pərsənz]
[wants]	[stúdənts]	[rɛ́strənts]
[kaunts]	[pɛ́rənts]	[dɪ́frəns]
[sɛnts]	[dɪpartmənts]	[əpartmənts]

Practice the following sentences.

[1] Note to the teacher: **For** an explanation of the use of this exercise see the introduction to this volume.

[2] Note to the teacher: It is not necessary to differentiate between [nz] and [ndz]. Acoustically they are very similar. They are differentiated here to show the simple underlying form of the word. Thus [faɪndz] represents the word FINDS and [faɪnz] would represent FINES.

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[hi bɪgɪnz tə æsk kwɛsčənz]

[ðə tičər tɛləfond ðə studənt]

[ðə studənts lɪsənd tə ðə tičər]

[hi wants ə nu apartmənt]

[ðe əndərstænd ðɪ ɛksplənešənz]

Practice the following pair of sentences.

[ðə studənt əndərstændz ðə lɛsənz]

[ðə studənts əndərstænd ðə lɛsən]

3. Consonant clusters with [ŋ]

In the pronunciation of [ŋ] the back of the tongue touches the velum. Practice the difference between [n] and [ŋ] in the following words.

[Θɪn]	[Θɪnz]	[Θɪŋ]	[Θɪŋz]	[Θɪŋks]
[tæn]	[tænz]	[tæŋ]	[tæŋz]	[tæŋks]
[sɪn]	[sɪnz]	[sɪŋ]	[sɪŋz]	[sɪŋks]

Pronounce the following syllables.

[ɪŋz] [æŋz] [ɪŋks] [æŋks]

Practice the following.

[drɪŋks]	[hæŋz]	[Θæŋks]
[sɪŋks]	[sɪŋz]	[bæŋks]
[Θɪŋks]	[brɪŋz]	[tæŋks]

[hi sɪŋz mɛni sɔŋz]

[ðə daktər Θɪŋks ðə mɛdɪsɪnz ar gʊd]

[hiz brɪŋɪŋ mɛni Θɪŋz]

[ðɛr ar mɛni bæŋks ɪn ðə sɪti]

[kold drɪŋks ar vɛri gʊd]

Memorize the following conversation.

Student C. [dɪd yə laɪk ðə prográem]

Student D. [yɛs aɪ ɛspɛšəli laɪkt ðə dɪfrənt sɔŋz]

4. Exercise in marking pauses

Mark the following paragraphs for acceptable rhythm as the first sentence is marked. Read the paragraphs after you mark them.

There is a public library/ in almost every American community./ Even small communities have public libraries where people can borrow books and use them at home without paying. There are only two requirements for a person who takes books home from a public library: he must be a resident of the community (or a student at the university)

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which owns the library, and he must obey the library rules.

The most important rule of every library is that books must be returned on the date when they are due. This date is written on a card at the back of the book. A person who returns a book after the date on which it is due has to pay a fine. He has to pay a few cents for every day that the book is overdue.

5. Practice on the reduced forms of COULD HAVE, SHOULD HAVE, MIGHT HAVE, WOULD HAVE.

Pronounce the following sentences.

[aɪ kʊd əv gɔn tə ðə muvi]

[aɪ šʊd əv gɔn tə ðə muvi]

[aɪ maɪt əv gɔn tə ðə muvi]

[aɪ wʊd əv gɔn tə ðə muvi]

Notice the reduced forms of COULD HAVE, SHOULD HAVE, MIGHT HAVE, WOULD HAVE.

	Full Form	Reduced Form
could have	[kʊd hæv]	[kʊd əv]
should have	[šʊd hæv]	[šʊd əv]
might have	[maɪt hæv]	[maɪt əv]
would have	[wʊd hæv]	[wʊd əv]

a) Practice the following sentences using the reduced forms of the words.

I could have gone to the movie.
played tennis.
gone to the concert.
done my assignment.
taken a walk.
talked to my friends.
called up my friend.
gone to my class.
talked to the girl.
gone to the dance.
written a letter.

b) Substitute the phrases from section (a) in the following sentences. Use the reduced forms.

I should have _____.

I might have _____.

I would have _____.

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LESSON XXIV

PRONUNCIATION

1. Consonant clusters with [s]
2. Consonant clusters with [š], [č], and [ǰ]
3. Exercise in marking pauses
4. Review of [e], [ɛ], and [æ]

Review

a) Pronounce the following sentences.

1. The programs are important.
2. The customs of many lands are different.
3. The names seem difficult.
4. They understand the explanations.
5. The students listened to their teacher.
6. The teacher telephoned the student.
7. The students understand the lesson.
8. He's bringing many things.
9. The doctor thinks the medicines are good.
10. He sings many songs.

b) Practice the following conversation from memory.

Student C. Did you like the program.
Student D. Yes, I especially liked the different songs.

c) Pronounce the following sentences using the reduced forms of COULD HAVE, SHOULD HAVE, MIGHT HAVE, WOULD HAVE.

1. He could have called up his friend.
2. They should have written a letter.
3. She might have talked to the girl.
4. I would have gone to my class.
5. He could have taken a walk.
6. They would have gone to the concert.
7. We might have played tennis.
8. He should have gone to his class.

1. Consonant clusters with [s]

The sound [s] is pronounced very clearly in English. Pronounce the following syllables and words.

[ssstə]	[ssspə]	[ssskə]	[ssslə]	[sssmə]	[ssswə]
[stə]	[spə]	[skə]	[slə]	[smə]	[swə]

[st]	[sp]	[sk]	[sl]
[stæmp]	[spik]	[skul]	[slip]
[stɔr]	[spɛnd]	[sket]	[slo]
[stap]	[spun]		
[stɛrz]	[spič]	[sm]	[sw]
[stænd]	[spok]		
[stúdənt]	[spænɪš]	[smok]	[swɪm]
[stændərd]	[spɛ́lɪŋ]	[smaɪl]	[swit]

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Practice the following sentences. Pronounce the [s] sound very clearly.

[ðə studənts ar stədiɪŋ]
[ðə stɔr ɪz an men strit]
[hi spiks sloli]
[hi smoks ə paɪp]
[ši yužuəli smaɪlz]
[pliz stap ðə kar]
[ðɛr slipɪŋ naʊ]

The sound [s] at the ends of words is also pronounced very clearly. Pronounce the following syllables.

[ɪsk]	[æsk]	[ɪst]	[ost]	[eks]	[æks]
[ɪsks]	[æsks]	[ɪsts]	[osts]	[əsts]	[ɛkst]

Pronounce the following.

[æsk]	[list]	[dɛsks]
[dɛsk]	[ǰəst]	[lʊks]
[læst]	[most]	[smoks]
[pæst]	[fərst]	[nɛkst]

The teacher will pronounce the following pairs of words. Pronounce them.

[lɪsts]	[lɪss]
[kɔsts]	[kɔss]
[gɛsts]	[gɛss]
[læsts]	[læss]

In ordinary conversation the combination [sts] at the end of a word often becomes a long [s].

Practice the following sentences.

[hi æsks mɛni kwɛsčənz]
[ðə lɪst ɪz vɛri lɔŋ]
[ðɛr ar tu dɛsks ɪn ðə rum]
[ðə fərst kwɛsčən ɪz vɛri dɪfɪkəlt]
[ðə kansərt læsts əntɪl tɛn əklak]
[hi ɔfən tɔks tə ǰan]
[hi lʊks taɪrd]
[hi teks tu kɔrsɪz]

Practice the difference between the following sentences. Use either [-sts] or [s---] in the word GUESTS.

The guest eats dinner.
The guests eat dinner.

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Memorize the following conversation.

Teacher A. [hwɛr ar ðə lɪsts əv studənts]

Teacher B. [ðə læst lɪst ɪz an ðə dɛsk]

2. Consonant clusters with [š], [č], and [ǰ]

Notice the difference in pronunciation between [š], [č] and [ǰ] in the following words. Pronounce them.

[šo]	[šip]	[šæm]	[čap]
[čo]	[čip]	[ǰæm]	[ǰuz]
[ǰo]	[ǰip]	[šap]	[čuz]

Pronounce the following syllables.

[əšt] [əčt] [əǰd] [ošt] [očt] [oǰd]

Practice the difference between the following.

[wɔšt] washed [wačt] watched

[ðə məðər wɔšt ðə bebi]

[ðə məðər wačt ðə bebi]

Pronounce the following.

[kæšt]	[wačt]	[eǰd]
[pušt]	[strɛčt]	[keǰd]
[wɔšt]	[skræčt]	[čenǰd]
[brəšt]	[mæčt]	[ərénǰd]

[ðe čenǰd ðɛr plænz]

[ši wɔšt ənd brəšt ər hɛr]

[ðə kæt skræčt ðə bɔɪ]

[ðə bɔɪz wačt ðə besbɔl gem]

[ðe ərenǰd ðə fərnɪčər ɪn ðə rum]

Memorize the following conversation.

Dentist A. [hwət dɪd ši du]

Dentist B. [ši wɔšt ðə bebi]

Substitute [wačt] for [wɔšt] in the preceding conversation and practice it.

3. Exercise in marking pauses

Indicate the pauses in the following paragraphs as in the first sentence.

I am a doctor of pediatrics/ in Colombia/ where I have been a clinical advisor/ in the emergency hospital/ for five years./ I hope to attend a university in the United States during the year in order to take advanced courses in pediatrics.

Will you please give me information about advanced courses in medicine at the univer-

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sity? I would also appreciate information concerning entrance requirements, fees, and the registration dates for the fall semester.

4. Review of [e], [ɛ], and [æ]

Practice the following words. Make a clear distinction between [e], [ɛ], and [æ].

[men]	[sɛd]	[bǽtəl]	[kǽptən]
[lɛt]	[hæd]	[sɛ́ldəm]	[lɛ́tər]
[kæn]	[nem]	[létər]	[féməs]

Memorize the following conversation.

Student: [huz ðæt mæn]

Teacher: [hiz ə feməs dɛntɪst]

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LESSON XXV

PRONUNCIATION

1. Consonant clusters with [t] and [d]
2. 2-4-3 intonation curve in combinations of sentences
3. Rhythm drill
4. Review of [ə] and [a]

Review

a) Pronounce the following sentences.

1. The students are studying the lessons.
2. The store is on State Street.
3. He speaks slowly.
4. Please stop at the next street.
5. The first question is interesting.
6. He's taking two courses.
7. He often talks to his teachers.
8. They arranged the books on the desk.

b) Practice the following conversation from memory.

Dentist A. What did she do?
Dentist B. She washed (watched) the baby.

c) Practice the following conversation from memory. Which word or words contain the sound [e]? the sound [ɛ]? the sound [æ]?

Student: Who's that man?
Teacher: He's a famous dentist.

1. Consonant clusters with [t] and [d]

The sounds [t] and [d] are pronounced with the tongue on the tooth ridge. Pull your tongue back so that it does not touch the teeth and pronounce the following syllables.

[əst]	[əšt]	[əkt]	[əpt]	[əft]
[əvd]	[əbd]	[əzd]	[əmd]	[əld]
[ənd]	[ərd]	[əǰd]	[ənǰd]	[əčt]

Pronounce the following.

[st]	[št]	[kt]	[pt]
embraced	cashed	walked	stopped
discussed	washed	locked	helped
decreased	brushed	looked	slept
impressed	clashed	picked	hoped
[ft]	**[ld]**	**[zd]**	**[vd]**
left	called	caused	lived
laughed	cold	closed	arrived
coughed	smiled	supposed	believed
[nd]	**[md]**	**[rd]**	**[ǰd]**
listened	seemed	preferred	changed
learned	combed	prepared	arranged
mentioned	climbed	ordered	judged

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They passed it.	They called it.
They cashed it.	They closed it.
They locked it.	They believed it.
They stopped it.	They learned it.
They left it.	They climbed it.
They preferred it.	They changed it.
They ordered it.	They mentioned it.

Practice the following sentences. Pay particular attention to the pronunciation of [t] and [d] in combinations with other consonants.

1. The teacher smiled at the class.
2. The man stopped and helped the boy.
3. They closed all of the doors and windows.
4. All of the students told stories.
5. They described their activities at the university.
6. He advised me to go to the dentist.
7. They remembered all of the answers.
8. He lived in New York for ten years.
9. She walked down the street.
10. He combed his hair.

Memorize the following conversations. Supply the appropriate month.

Teacher: [hwɛn dɪd yə əraɪv ɪn ðɪs kəntri]

Student: [aɪ əraɪvd ɪn - - - -]

Teacher: [hwɛn dɪd yə lɪv yər kəntri]

Student: [aɪ lɛft ɪn - - - -]

Student C. [hwət dɪd yə du bɪfɔr yə kem tə klæs]

Student D. [aɪ wɔšt maɪ fés brəšt maɪ tiθ ənd komd maɪ hɛr]

2. 2-4-3 intonation curve in combinations of sentences

The instructor will read the following sentences; notice the 2-4-3 intonation curve at the end of the first part of the sentence. Pronounce the sentences.

When you meet him, tell him what I said.

I don't know, but I'm going to find out.

We can go to the theater, or we can go to a dance.

Pronounce the following sentences slowly. Use the 2-4-3 intonation curve in the first part of the sentence.

1. John wasn't a good student, but he studied carefully.
2. I didn't go, but I wish I had.
3. I want to go to the movie, but I don't have any time.
4. After the class was over, we went to the dance.
5. You must attend class regularly, or you're not going to learn anything.

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3. Rhythm drill

Read the following sentences smoothly with the intonation as marked.

1. [ǰan ənd ǰɪm ər studənts ət ðə yunɪvərsɪti]
2. [ǰan ɪz tɔlər ðən ǰɪm]
3. [bət ǰɪm ɪz mɔr ɪntrɪstɪŋ ðən ǰan]
4. [ðe go tə ðə sem klæsɪz]
5. [ðe lɪv ɪn ðə sem haʊs]
6. [ðe ɔfən ɪt ət ðə sem rɛstrənt]
7. [ǰɪm dəzənt stədi əz məč əz ǰan]
8. [ǰan ɪz ə bɛtər studənt ðən ǰɪm]
9. [ǰan ənd ǰɪm ər faɪn bɔɪz ənd ðe ər yužuəli vɛri plɛzənt]

Read the following paragraph with appropriate rhythm and intonation. If your teacher tells you the intonation is incorrect look at the preceding sentences and repeat them.

John and Jim are students at the university. John is taller than Jim. But Jim is more interesting than John. They go to the same classes. They live in the same house. They often eat at the same restaurant. Jim doesn't study as much as John. John is a better student than Jim. John and Jim are fine boys, and they are usually very pleasant.

4. Review of [ə] and [a]

Practice the difference between [ə] and [a] in the following.

[kət]	[sə́mtaɪmz]	[nat]	[faðər]
[hat]	[bátəl]	[əðər]	[máðər]
[səm]	[bətər]	[kə́zɪn]	[brə́ðər]
[ǰəst]	[hə́ŋgri]	[lənč]	[bɪkɔ́z]

Memorize the following conversation. Pay particular attention to the sounds [ə] and [a].

Lawyer A. [ar yə həŋgri]

Lawyer B. [no aɪm nat aɪ ǰəst fɪnɪšt maɪ lənč]

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LESSON XXVI

PRONUNCIATION

1. Consonant clusters with [l]
2. Spelling aids to pronunciation
3. Review of [u] and [ʊ]

Review

a) Pronounce the following words.

cashed	left	brushed
looked	caused	laughed
stopped	lived	arranged
discussed	ordered	mentioned

b) Pronounce the following sentences.

1. John washed and shaved.
2. They walked and talked for an hour.
3. I stopped and locked the door.
4. They expressed their opinions.
5. We received many letters yesterday.
6. He smiled when I told him the story.
7. John noticed the boy in the hall.
8. We helped him with his lessons.

c) Practice the following conversation from memory.

Student C. What did you do before you came to class?
Student D. I washed my face, brushed my teeth, and combed my hair.

d) Practice the following conversation from memory. Which word or words contain the sound [ə]? the sound [a]?

Lawyer A. Are you hungry?
Lawyer B. No, I'm not. I just finished my lunch.

1. Consonant clusters with [l]

Practice the following syllables.

[plə] [blə] [klə] [glə] [slə] [flə]

Pronounce the following words and sentences.

[pl]	[bl]	[kl]	[gl]
plate	blade	close	glass
play	blouse	class	Gloria
plan	block	clap	glide
plant	black	closet	glad

[sl]	[fl]
slip	fly
asleep	flower
slide	flavor
sleep	flag

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1. The blouse is black.
2. He slipped on the floor.
3. The whole class was sleepy.
4. The flag is flying over the building.
5. She likes plants and flowers.
6. The closet is very large.

Memorize the following conversation.

Student A. [pliz | kloz | ðə klazıt | dɔr]

Student B. [aı | kænt ðɛr ər tu mɛni | θıŋz an ðə | flɔr]

Practice the following syllables.

[ɛlp] [əlt] [ılk] [old] [əlz] [ərl]

Pronounce the following words and sentences.

helped	boiled	smiled	tells
felt	sold	controlled	bills
difficult	cold	rolled	feels
milk	old	called	pills
	bottles	hospitals	
	pencils	articles	
	examples	girls	
	controls	battles	

1. He felt cold.
2. He's ten years old.
3. The girl smiled and called to him.
4. She boiled the milk.
5. There are several bottles on the tables.
6. The examples are difficult.
7. The pencils are old.
8. They gave you many pills in the hospital.

Memorize the following conversations.

John. [aı dont əndərstænd | ðiz ɛgzæmpləz]

Robert. [æsk ðæt | gərl ši kən | hɛlp | yu]

2. Spelling aids to pronunciation

English words are often not pronounced as they are spelled. There are many regularities in spelling, however, which will help you to pronounce new words. The following list shows you some of these regularities.[1]

[1] Note to the teacher: It should be emphasized that these are not RULES, since there are many exceptions to these general statements.

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Examples	Sound	Spelling Formula (C represents any consonant)
a. cat map ask last	[æ]	a + C (C)
bed desk left men	[ɛ]	e + C (C)
clerk[1] term	[ər]	er + (C)
big list pin bill	[ɪ]	i + C (C)
bird[1] flirt dirt	[ər]	ir + (C)
not clock hot sock	[a]	o + C (C)
word[1] work worm	[ər]	or + (C)
but luck cut rung	[ə]	u + C (C)
turn[1] burn curl	[ər]	ur + (C)
b. take made lake late	[e]	a + C + e (Final e in this formula is not pronounced)

[1]Note to the teacher: The combination of vowel + r is an exception to the regular statement of vowel and consonant combinations.

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nine five dime pipe	[aɪ]	i + C + e
note bone coke phone	[o]	o + C + e
tube rude rule tune	[u]	u + C + e
c. three tree sleep need	[i]	ee
true blue due	[u]	ue
boat soap coal	[o]	oa
out mouth sound	[aʊ]	ou
law saw lawn	[ɔ]	aw
d. table vegetable gentle able	[əl]	C + le (in unstressed syllables)
familiar popular	[ər]	ar, er, or (in unstressed syllables)
teacher water	[ər]	
error elevator	[ər]	

Pronounce the following.

sand	not	pot	invitation	table
cot	bun	crab	nut	able
hut	dollar	clock	cap	understandable
map	lamp	but	drove	vegetable

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1. I like crab salad.
2. The lamp is worth five dollars.
3. She has a lot of bottles.
4. This coke is hot.
5. I work from eight o'clock to five o'clock.
6. This is the list.
7. He sleeps late.
8. He ate lunch and supper with us.
9. He dropped the rock on the box.
10. The bus is stuck in the mud.

Dr. White got up late this morning. It was seven thirty so he had to rush. His wife got breakfast and he ate rapidly. Then he ran to class. He said, "As a rule I'm on time, but today my clock didn't work."

3. Review of [u] and [ʊ]

Pronounce the following. Make a clear distinction between [u] and [ʊ].

[pul]	[æftərnún]	[grup]
[tʊk]	[šúgər]	[gʊd]
[šʊd]	[ætɪtud]	[sut]
[kul]	[wʊl]	[byútɪfʊl]

[hi tʊk ɪt]

[ðə sut ɪz med əv wʊl]

[ðɪs grup šʊd stədi]

[šiz ə byutɪfʊl wʊmən]

Memorize the following conversation.

Alfred. [aɪ hæv ə nu sut]

Bill. [ɪz ɪt wʊl]

Alfred. [yɛs ɪt ɪz]

Lado, Robert, and Charles C Fries. *English Pronunciation: Exercises In Sound Segments, Intonation, and Rhythm.* E-book, Ann Arbor, MI: University of Michigan Press, 1954, https://doi.org/10.3998/mpub.12946847.
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LESSON XXVII

PRONUNCIATION

1. Consonant clusters and combinations with [θ] and [ð]
2. Exercise in marking pauses
3. Review of [o] and [ɔ]

Review

a) Practice the following conversations from memory.

Student A. Please close the closet door.
Student B. I can't. There are too many things on the floor.

John. I don't understand these examples.
Robert. Ask that girl. She can help you.

b) Practice the following conversation. Which word or words contain the sound [u]? the sound [ʊ] ?

Alfred. I have a new suit.
Bill. Is it wool?
Alfred. Yes, it is.

c) Pronounce the following sentences. Notice the regularities in spelling which help you to pronounce the words accurately.

1. The new term begins in two weeks.
2. The bills are due now.
3. The clock is not working.
4. These vegetables taste very good.
5. The tuition is not expensive.
6. The ten cent store is also called the five and dime.
7. The children made boats out of soap.
8. They asked about the rules.
9. The clerk is selling many things today.
10. He sang a popular tune.

1. Consonant clusters and combinations with [θ] and [ð]

[ɪfθ]	[ɛlfθ]	[ɛnθ]	[etθ]	[ɛpθ]
fifth	tenth	eighth	ninth	
twelfth	month	month	eleventh	

Many combinations of consonants occur in English within phrases. Pronounce the following combinations in successive syllables.

[ɪks-θə]	[ip-θə]	[ən-θə]	[af-θə]
keep thinking	enough things	one thing	six things
keep thanking	enough thanks	one theater	six theaters

Pronounce the following sentences several times. Be sure to pronounce [θ] accurately.

1. They keep thinking about it.
2. There are enough things to do.
3. There is one theater in the town.

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4. He had six thing to remember.
5. They keep thanking me for the gift.

Pronounce the following combinations several times.

[əs-Θə] [əs-ðə] [əz-ðə] [əš-ðə] [əč-ðə]

Practice the following phrases and sentences. When you pronounce [s] or [z] keep your teeth closed. When you pronounce [Θ] and [ð] put your tongue between your teeth.

[s-Θ]	[s-ð]	[z-Θ]
stops thinking	what's this	those things
keeps thinking	what's that	these thoughts
keeps things	it's there	he's thirsty

[z-ð]	[š-ð]	[č-ð]
he's the man	cash that check	watch the child
where's the house	wash the car	watch the class
who's the man	wash the window	touch the glass

1. What's this on the table?
2. He's going to wash the car.
3. He's the man that came yesterday.
4. She keeps things in the closet.
5. Those things are very important.

Memorize the following conversations.

Doctor X. [hwəts ðæt]

Doctor Y. [ɪts ðə buk aɪ bɔt yɛstərde]

Gloria. [hwət wəz ruΘ Θɪŋkɪŋ əbaut]

Mary. [ši wəz Θɪŋkɪŋ əbaut ðə muvi]

2. Exercise in marking pauses

Indicate the pauses in the following paragraphs as in the first sentence. Read the paragraphs with smooth sentence rhythm.

Students from other countries/ often ask questions/ concerning university classes/ in the United States./ There are usually four kinds of classes in American universities. First, many subjects are taught in LECTURE courses. Lecture classes are often large. The professor speaks from notes or from a written lecture concerning the subject of the course. Lecture courses are valuable because the professors who teach them are specialists in their fields, and students who take accurate notes of a lecture profit by the experience and knowledge of the lecturer.

The second kind of university class is the RECITATION class. Recitation classes can be divided into two groups. When recitation classes are held in addition to lecture classes during the same course, the class is called a QUIZ SECTION. The second kind of re-

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citation class is not combined with a lecture class. In such classes, the instructor talks informally and asks questions. The students can also ask questions. Recitation classes are usually rather small, so that each student can have an opportunity to participate in the discussion.

The fist two kinds of university classes are for both elementary and advanced students. However, the third kind of class, the SEMINAR CLASS, is for advanced students only.

The seminar class meets in a room which contains a large table. The students and the professor sit around the table and discuss special problems which pertain to the subject of the course. In a seminar class, the students prepare reports upon their own research and read these reports to the rest of the class.

The fourth kind of university class is the LABORATORY class. Laboratory classes are especially important in technical and scientific courses. A laboratory section often meets for three or four hours for experiments and technical research.

3. Review of [o] and [ɔ]

Pronounce the following. Make a clear distinction between [o] and [ɔ].

[bɔt]	[sɔŋ]	[tɔr]
[kot]	[kɔst]	[wɔrn]
[dont]	[tost]	[ǰok]
[kɔfi]	[sop]	[roz]

[ðə sop wəz ɪkspɛnsɪv]

[ɪt kɔst ə lat]

[ðə kɔfi ɪz rɛdi]

[ðe bɔt mɛni θɪŋz]

Memorize the following conversation.

Lawyer K. [du yə no ðɪs sɔŋ]

Lawyer L. [no aɪ dont]

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LESSON XXVIII

PRONUNCIATION

1. Intonation of attached questions
2. Mastery exercise (first half)

Review

a) Practice the following sentences. Pronounce the combinations of consonants accurately.

1. We locked the door before we left.
2. Did you believe his story?
3. They listened to the music.
4. Who's the man next to your friend?
5. We arrived before the concert began.
6. Please don't touch the dog.
7. He's thirsty now.
8. I'm going to New York next month.
9. He lives on the fifth floor.
10. He's going to wash the car this afternoon.

b) Pronounce the following questions. Use the 2-4 intonation.

1. Is he here?
2. What is it?
3. Can you come?
4. Do you know him?
5. Is it cold today?
6. Where are you?
7. When are you coming?
8. Are they busy?
9. Is he a dentist?
10. Are you going?

1. Intonation of attached questions

Pronounce the following sentence in imitation of the teacher.

He's a ⌈doctor, isn't he?

Notice the 2-4 intonation at the end of the sentence. We are saying, "I KNOW he is a doctor. I am only asking you to confirm what I have said. I am making conversation."

Pronounce the following sentence in imitation of the teacher.

He's a ⌈doctor, isn't ⌈he?

Notice the 3-2 intonation at the end of the sentence. We are saying, "I really don't know whether he is a doctor or not. I'm asking you for information."

The 2-4 intonation curve on questions like these usually indicates that the speaker is not asking for information. The 3-2 intonation curve on questions like this usually indicates that the speaker is asking for information.

Practice the following sentences with the intonation as marked.

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He's a doctor, isn't he?
dentist
lawyer
engineer
professor
teacher

She's a doctor, isn't she?
dentist
lawyer
engineer
professor
teacher

He isn't a doctor, is he?
dentist
lawyer
engineer
professor
teacher

She isn't a doctor, is she?
dentist
lawyer
engineer
professor
teacher

It's hot today, isn't it?
nice
rainy
cloudy
cold
cool

It isn't hot today, is it?
nice
rainy
cloudy
cold
cool

Practice the following sentences with the intonation as marked. We are asking for information.

He isn't a doctor, is he?
dentist
lawyer
teacher
professor
engineer

It's hot today, isn't it?
nice
rainy
cloudy
cold
cool

Supply the last part of the following sentences. Use the 2-4 intonation curve.

Example: She's a nurse, _____?

She's a nurse, isn't she?

1. He's a teacher, _____?
2. They're engineers, _____?
3. He's a doctor, _____?
4. It's cold today, _____?
5. It's an interesting book, _____?
6. They're good students, _____?
7. It's a long trip, _____?
8. The professors are early, _____?
9. She's going to Detroit tomorrow, _____?
10. John's late today, _____?

Supply the last part of the following sentences. Use the 3-2 intonation curve.

Example: She's a nurse, _____?

She's a nurse, isn't she?

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1. He's a teacher, _____?
2. They're engineers, _____?
3. He's a doctor, _____?
4. It's cold today, _____?
5. It's an interesting book, _____?
6. They're good students, _____?
7. It's a long trip, _____?
8. The professors are early, _____?
9. She's going to Detroit tomorrow, _____?
10. John's late today, _____?

2. Mastery exercise (first half)[1]

Practice the following paragraphs. Mark the sentences for pauses. Pay particular attention to the accurate pronunciation of the vowel sounds and [r].

Mastery Exercise

This exercise contains a variety of difficulties in English. We should practice these words until we can say them just like a native speaker of English.

Student A. Is it good to | practice them?

Student B. Yes, I | think | so.

Student A. Then, how does it | help | me?

Student B. Many people think that a foreign accent is caused by thousands of various little errors.

Student A. But this isn't | so, | is | it?

Student B. No. Linguistic science has proved that when we learn a foreign language we make only a small number of errors, but we repeat these same errors many times.

[1] Note to the teacher: This exercise is provided to give the students practice on the production of accurate sounds, intonation, and rhythm. It has been divided into two parts for ease of presentation. The second half will be found in Lesson XXIX.

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LESSON XXIX

PRONUNCIATION

1. Variations in pronunciation in the United States
2. Mastery exercise (second half)

Review

a) Pronounce the following sentences.

1. We discussed the lesson.
2. She brushed her hair.
3. He looked at it.
4. They stopped the car.
5. He laughed at the boy.
6. She smiled at him.
7. I closed the door.
8. They arrived yesterday.
9. The boy seemed tired.
10. We ordered the books.
11. The girl changed her mind.
12. The student learned the words.
13. They passed the store.
14. He cashed his check.
15. I slept late today.

b) Pronounce the following sentences. Pay particular attention to the combinations of consonants.

1. The examples seemed easy.
2. Where's the man you told me about.
3. Those things are very important.
4. There were six things on the table.
5. He feels very well today.
6. She was thinking about her sister.
7. She put a lot of bottles on the table.
8. Please watch the blackboard.

1. Variations in pronunciation in the United States

The pronunciation of English among speakers in the United States is not, of course, uniform. There are many differences in pronunciation in different parts of the United States. There are many differences in the pronunciation of the same words even in the speech of one person. This discussion will indicate only a few of the differences that you will hear in the pronunciation of the words presented in this book.

There are several different pronunciations of unstressed vowels. In this book the pronunciation of unstressed vowels in certain words has been given as the writer pronounced them.

Many individual differences in pronunciation are not specifically limited to geographical areas. Notice the differences in the following words.

a) Alternation of [ɪ] and [ɛ] in unstressed syllables

expensive	[ɪkspɛ́nsɪv]	[ɛkspɛ́nsɪv]
extend	[ɪkstɛ́nd]	[ɛkstɛ́nd]

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	external	[ɪkstə́rnəl]	[ɛkstə́rnəl]
	explain	[ɪksplén]	[ɛksplén]
	excuse	[ɪkskyúz]	[ɛkskyúz]
	express	[ɪkspɾɛ́s]	[ɛkspɾɛ́s]
	enjoy	[ɪnǰɔ́ɪ]	[ɛnǰɔ́ɪ]
	inquire	[ɪnkwáɪr]	[ɛnkwáɪr]
	invite	[ɪnváɪt]	[ɛnváɪt]
	perfect	[pə́rfɪkt]	[pə́rfɛkt]
	subject	[səbǰɪkt]	[səbǰɛkt]
ɛ	object	[ábǰɪkt]	[ábǰɛkt]

b) Alternation of [ɪ] and [ə] in unstressed syllables

delicious	[dɪlíšəs]	[dəlíšəs]
department	[dɪpártmənt]	[dəpártmənt]
describe	[dɪskráɪb]	[dəskráɪb]
detail	[dɪtél]	[dətél]
discouraged	[dɪskə́rɪǰd]	[dəskə́rəǰd]
begin	[bɪgín]	[bəgín]
behave	[bɪhév]	[bəhév]
believe	[bɪlív]	[bəlív]
prefer	[pɾɪfə́r]	[pɾəfə́r]
prepare	[pɾɪpɛ́r]	[pɾəpɛ́r]
prescribe	[pɾɪskráɪb]	[pɾəskráɪb]
pretend	[pɾɪtɛ́nd]	[pɾətɛ́nd]
rely	[ɾɪláɪ]	[ɾəláɪ]
require	[ɾɪkwáɪr]	[ɾəkwáɪr]
select	[sɪlɛ́kt]	[səlɛ́kt]

c) Alternation of [ɔ] and [a] in stressed syllables

long	[laŋ]	[lɔŋ]
song	[saŋ]	[sɔŋ]
wrong	[raŋ]	[ɾɔŋ]
strong	[straŋ]	[stɾɔŋ]
dog	[dag]	[dɔg]
cloth	[klaΘ]	[klɔΘ]
chocolate	[čáklət]	[čɔ́klət]
cough	[kaf]	[kɔf]
quality	[kwálɪtɪ]	[kwɔ́lɪtɪ]
quantity	[kwántɪtɪ]	[kwɔ́ntɪtɪ]
wash	[waš]	[wɔš]
want	[want]	[wɔnt]
on	[an]	[ɔn]
office	[áfɪs]	[ɔ́fɪs]
often	[áfən]	[ɔ́fən]
Oregon	[árɪgən]	[ɔ́rɪgən]
borrow	[báro]	[bɔ́ro]
sorry	[sári]	[sɔ́ri]

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d) Alternation of [u] and [yu] in stressed syllables

new	[nu]	[nyu]
news	[nuz]	[nyus]
student	[stúdənt]	[styúdənt]
overdue	[ovərdú]	[ovərdyú]
introduce	[ɪntrədús]	[ɪntrədyús]
produce	[prədús]	[prədyus]

You will also hear some of the following differences in pronunciation in the pronunciation of people from different parts of the United States. The following differences are mainly limited to certain geographical areas.

e) [æ] and [a] in words like ask, glass

ask	[æsk]	[ask][1]
bath	[bæθ]	[baθ]
class	[klæs]	[klas]
dance	[dæns]	[dans]
example	[ɛgzæmpəl]	[ɛgzampəl]
glass	[glæs]	[glas]
half	[hæf]	[haf]
laugh	[læf]	[laf]
last	[læst]	[last]
path	[pæθ]	[paθ]
past	[pæst]	[past]
pass	[pæs]	[pas]

f) [r] after an unstressed vowel in words like father, teacher

doctor	[dáktər]	[dáktə]
father	[fáðər]	[fáðə]
mother	[máðər]	[məðə]
sister	[sístər]	[sístə]
farmer	[fármər]	[fámə]
order	[ɔ́rdər]	[ɔ́də]
teacher	[tíčər]	[tíčə]
speaker	[spíkər]	[spíkə]
smoker	[smókər]	[smókə]
waiter	[wétər]	[wétə]
water	[wɔ́tər]	[wɔ́tə]
letter	[lɛ́tər]	[lɛ́tə]
singer	[síŋər]	[síŋə]
sugar	[šúgər]	[šúgə]

g) [r] after a stressed vowel in words like farm, girl[2]

fork	[fɔrk]	[fɔk]

[1] The pronunciation given in this column is frequently heard in eastern New England and the south-eastern part of the United States.

[2] Notice that the difference in pronunciation occurs in words spelled with r and followed by a consonant.

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farm	[farm]	[fam]
girl	[gərl]	[gəl]
quart	[kwɔrt]	[kwɔt]
yard	[yard]	[yad]
barn	[barn]	[ban]
sharp	[šarp]	[šap]
perfect	[pə́rfɪkt]	[pə́fɪkt]
sermon	[sə́rmən]	[sə́mən]
barber	[bárbər]	[bábə]
research	[rɪsə́rč]	[rɪsə́č]
entertainment	[ɛntərténmənt]	[ɛntəténmənt]
garden	[gárdən]	[gádən]

h) [r] after a stressed vowel in words like poor, clear[1]

door	[dɔr]	[dɔə]
explore	[ɪksplɔ́r]	[ɪksplɔ́ə]
shore	[šɔr]	[šɔə]
floor	[flɔr]	[flɔə]
more	[mɔr]	[mɔə]
clear	[klɪr]	[klɪə]
dear	[dɪr]	[dɪə]
year	[yɪr]	[yɪə]
sincere	[sɪnsɪ́r]	[sɪnsɪ́ə]
poor	[pʊr]	[pʊə]
pure	[pyʊr]	[pyʊə]
sure	[šʊr]	[šʊə]
fair	[fɛr]	[fɛə]
pair	[pɛr]	[pɛə]
square	[skwɛr]	[skwɛə]
prepare	[prɪpɛ́r]	[prɪpɛ́ə]

2. Mastery exercise (second half)[2]

Review the first part of this exercise.

This exercise contains a variety of difficulties in English. We should practice these words until we can say them just like a native speaker of English.

Student A. Is it good to practice them?
Student B. Yes, I think so.
Student A. Then, how does it help me?
Student B. Many people think that a foreign accent is caused by thousands of various little errors.
Student A. But this isn't so, is it?

---

[1] Observe that the difference in pronunciation occurs in final stressed syllables that end in the letters r or re preceded by a vowel letter or a combination of vowel letters.

[2] Note to the teacher: The first half of this exercise was introduced in Lesson XXVIII, p. 171. The first part is repeated here for review without intonation markings, but the major emphasis should be upon the second half at this time. The entire exercise can be reviewed from this section later.

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Student B. No. Linguistic science has proved that when we learn a foreign language we make only a small number of errors, but we repeat these same errors many times.

Continue the second half of the mastery exercise.

Student A. What does this mean to a person learning a foreign language?

Student B. It means, for example, that when he doesn't pronounce the vowel [æ] correctly, he makes an error every time the sound is used. Thus one error is repeated many times. It also means that if a person learns this sound well, countless errors will be eliminated.

Student A. I am sure that PRACTICING THIS EXERCISE WILL HELP ME TO ESTABLISH GOOD HABITS OF PRONUNCIATION.

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LESSON XXX

PRONUNCIATION

1. Review of vowels and consonants
2. Review of consonant clusters and combinations
3. Exercise on intonation and rhythm

1. Review of vowels and consonants

Pronounce the following words. Make a clear distinction between them.

	a	b	c	d
1.	live	leave		
2.	pill	pull		
3.	day	they		
4.	not	note		
5.	black	block		
6.	shook	should		
7.	smile	small		
8.	seem	same		
9.	do	two		
10.	this	these		
11.	those	chose		
12.	coat	caught		
13.	pair	poor		
14.	class	glass		
15.	half	have		
16.	food	foot		
17.	match	much		
18.	meal	mile		
19.	met	meet, meat		
20.	wall	hall		
21.	word	work		
22.	suit	soup		
23.	son	some		
24.	take	took	talk	
25.	seem	same	some	
26.	time	dime	them	
27.	can	man	ran	
28.	cold	sold	told	
29.	come	came	comb	
30.	hat	hot	what	
31.	well	wool	whole	
32.	then	than	them	
33.	thing	think	sink	
34.	tray	tree	three	
35.	ice	eyes	yes	
36.	path	pass	bath	
37.	share	chair	there	
38.	see	she	G	
39.	song	sing	sang	

(continued on next page)

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40.	try	tray	true	
41.	red	read	rode	ride
42.	see	say	so	saw
43.	feel	fall	fell	fill
44.	but	bought	bit	bite
45.	ate	eat	at	it
46.	choose	juice	use	shoes
47.	bad	bed	bath	that
48.	yellow	Jello		
49.	wash	watch		
50.	shoe	chew	show	
51.	church	shirts		
52.	just	used	dust	does
53.	cause	jaws		
54.	sink	think	sings	thing
55.	sleep	asleep		
56.	story	a story	history	his story
57.	pass	path	bath	
58.	through	shoe	show	throw
59.	those	shoes	choose	

2. Review of consonant clusters and combinations

Pronounce the following phrases accurately.

1. stop studying
2. insist on staying
3. step on a stone
4. passes a spoon
5. smile a lot
6. discover a stamp
7. still standing
8. speak slowly
9. just a student
10. ask a student
11. Mr. Smith is small
12. Mr. Smith smiles
13. an angry group
14. a brown dress
15. a pretty dress
16. improve a grade
17. a secret entrance
18. prefer bread
19. a hungry group
20. decrease gradually
21. a broken glass
22. a true impression
23. a surprised friend
24. blue clothes
25. a public class
26. a pleasant clerk
27. a quiet club
28. require a prescription
29. blue gloves
30. pleasant expression
31. a short word
32. part of his arm
33. a dark barn
34. return to work
35. a clerk served
36. built a shelf
37. felt cold
38. wants some bottles
39. builds barns
40. marks cards
41. learns the forms
42. begins the charts
43. counts the things
44. wants the rings
45. thinks of titles
46. keeps the parts
47. selects the facts
48. asks the guests
49. requests the facts
50. wastes the envelopes
51. helped the child
52. received the letter

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53. prepared a list
54. looked alike
55. learned the terms
56. wiped the desks
57. controlled the child
58. noticed the lists
59. listened to him
60. coughed and laughed
61. arrived late
62. brushed the coat
63. served breakfast
64. watched the guests
65. arranged the date
66. changed the facts

3. Exercise on intonation and rhythm

Read the following paragraphs with normal rapid pronunciation. Observe the intonation lines.

Miss Marshall comes from Peru. Before she left Lima she worried about who to see when she arrived in the United States. The American Consul in Lima tried to help her.

"You don't need to worry," he said. "Mr. John Smith is going to meet you when you arrive, and he is going to advise you. He is going to answer all your questions. It's not very difficult. You're going to be all right. Now then, relax."

Miss Marshall did not relax, however.

She arrived at New York in June. The first man she met had red hair.

"Hello," Miss Marshall said. "Are you Mr. John Smith?"

"Yes," said the man with red hair. "I'm John L. Smith."

"Good. I didn't think it was going to be so easy. My name is Maria Marshall."

"How do you do," the man said. "I don't know you but I'm glad to meet you. I don't think I'm the man that you want. I'm sorry, but I must go." He left.

The next man Miss Marshall met wore a dark suit. Miss Marshall stopped him.

"Hello" she said. "Are you Mr. John Smith?"

"Yes. My name's John T. Smith, but I must meet my wife. I'm sorry but I can't stop to talk now. I hope that we meet again sometime." He left also.

The third man Miss Marshall met was tall and had white hair.

"I beg your pardon, but are you John Smith?" Miss Marshall was tired and a little discouraged. She spoke softly.

"Yes," The man said, "but I am probably not the right John Smith. I'm John R. Smith. There are five thousand John Smiths in the United States. I'm sorry that I can't help you."

After half an hour the correct Mr. John Smith arrived and found Miss Marshall.

"I'm sorry I caused you so much difficulty," he said; "I'm John Q. Smith. You can distinguish the Smiths by their middle names. Let's eat. You'll feel better after dinner."

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LESSON XXXI

PRONUNCIATION

1. Drill on the recognition of sounds
2. The production of [ɪ]
3. The production of [ɛ]
4. Speed and rhythm drills
5. Dictation exercise
6. Unrehearsed talk

1. Drill on the recognition of sounds

The instructor will pronounce the words in the following columns in any order he chooses. Indicate by number the words he pronounces.

	a	b	c	d
1	big	end	him	pen
2	beg	and	hen	pin
3	bag	aunt	hand	pan
4	begs	ends	hens	pins

Pronounce some of the words in the preceding columns, one column at a time. The instructor will indicate the words that he hears.

2. The production of [ɪ]

Read the following paragraphs aloud. Which words contain the sound [ɪ]?

Jim's sister was sick on the sixteenth of July.

"Bring me a pencil," she told Jim. "I want to make a list of things you must bring me. I want you to bring me some pills, a mirror, and some cigarettes. Please pay the milk bill and get some tickets for the symphony concert tonight. Here's the money and the list."

Jim paid the milk bill which was three fifty. He bought a mirror for fifty cents, and the cigarettes cost fifteen cents. He got the pills at a drug store for thirty cents. While he was in the drug store he bought a cold drink for a nickel. The tickets for the symphony were two dollars and fifty cents.

"The cold drink was a nickel, "Jim told his sister. I needed a drink, so I added it to the list."

"The nickel is your wages," his sister said.

3. The production of [ɛ]

Read the following paragraphs. Which words contain the sound [ɛ]?

Helen French likes to write letters to friends. She loses so many pens that she has stopped writing letters in ink. She lost seven pens in seven days last week.

She left the first pen in a restaurant on Monday and she did not get it again. She left the second pen in a lecture class on Tuesday and she never went back to get it. She sent the third pen to a friend in an envelope, but the friend never received it. She lent the fourth pen to a guest at an entertainment but the guest never returned it. The fifth pen was an expensive pen, but Helen left it on a desk in the reference room of the library. Helen does not remember how she lost the rest of the pens.

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She has not bought any more pens. She says they are too expensive. She writes her letters with a pencil.

4. Speed and rhythm drills

Read the following sentences with smooth sentence rhythm. Observe that the sentences in each group have similar sentence rhythm.

a) 1. The pén that I boúght at the stóre is expénsive.
2. His sĭster was sĭck on the nĭneteenth of Júne.
3. The stréet where I lĭve isn't fár from the bánk.
4. The pĭlls that I háve aren't the kĭnd that you wánt.
5. The mán from Brazĭl came to sée you last nĭght.

b) 1. Do you knów where the cláss is?
2. Will he cóme if I ásk him?
3. Could you téll me the tĭme?
4. Can he gó to the cóncert?
5. Did they knów I was thére?

c) 1. There's a nĭce cóat in the wĭndow.
2. There are three bóoks on the táble.
3. We spent thóse hoúrs in the móvie.
4. Can you téll Jóhn who they áre?
5. There were fĭftéen in the gróup.

d) 1. The sĭx éggs that I boúght were bád.
2. The tẃo mén that I mét were Cúban.
3. The fĭrst hóuse that I sáw was brówn.
4. The néxt lésson that we stúdied was hárd.
5. The lást hát that I hád was úgly.

5. Dictation exercise

Your teacher will dictate the following sentences at normal conversational speed.[1] Write them on a piece of paper.

1. The boy gave her a book.
2. She asked him some questions about it.
3. He answered all of them.
4. These were some of the questions.
5. What is the title?
6. Who is the author?
7. What is the story about?
8. Did you like it?
9. The boy told her the story.
10. He also told her that he likes it.

6. Unrehearsed talk

In order to learn about the mistakes which you are still making in pronunciation give a

[1] Note to the teacher. Use the reduced forms of the pronouns [ɪm, ər, ðəm] when reading these sentences. For example, [ðə bɔɪ gev ər ə bʊk].

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2 minute talk on any of the following subjects without any previous preparation. Your teacher will tell you what errors in pronunciation you have made.

Suggested topics:

"My City"
"A City in the United States"
"A Trip"
"My Educational Plans"

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LESSON XXXII

PRONUNCIATION

1. Drill on recognition of sounds
2. The production of [æ]
3. The production of [ə] and [ʊ]
4. Speed and rhythm drills
5. Spelling

1. Drill on the recognition of sounds

The instructor will pronounce the words in the following columns in any order he chooses. Indicate by number the words he pronounces.

	a	b	c	d
1	met	lest	sleep	sing
2	mat	last	slip	think
3	mitt	list	asleep	sink
4	mats	lost	a slip	thing

Pronounce some of the words in the preceding columns, one column at a time. The instructor will indicate the words that he hears.

2. The production of [æ]

Read the following paragraphs aloud. Which words contain the sound [æ]?

Mr. Hanley comes from New Hampshire and Mr. Sanderson comes from Massachusetts. One Saturday afternoon they sat on the grass of the campus of the university and talked about books.

"THE YOUNG MAN OF CARACAS," Mr. Hanley said, "is a fat, blue book."

"No, it isn't," Mr. Sanderson said. "It's a narrow, black book. I read it a few weeks ago."

"I beg your pardon, but I read it also, "Mr. Hanley answered," and it was a fat blue book."

"If it's a fat blue book, I'll buy you a soda," Mr. Sanderson said.

Mr. Hanley and Mr. Sanderson crossed the campus and went into the library. They knew about the catalog and the stacks but they had never used the catalog and they had no plan of action. They examined the catalog for half an hour. They could not find the book that they wanted.

"Let's ask a librarian and see what happens," Mr. Sanderson said.

They went to the desk and asked: "Do you have THE YOUNG MAN OF CARACAS?"

"Have you examined the catalog?" the man asked.

"The catalog doesn't have it listed," Mr. Hanley said. "It's a fat, blue book."

"It's a narrow, black book," Mr. Sanderson added.

"The size doesn't matter," the man said. "Wait a minute, I'll look in the stacks."

He came back, walking rapidly.

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"Here it is," he said. "It's a narrow blue book. Do you want to take it out?"

"No, thank you," Mr. Hanley said.

Mr. Hanley bought Mr. Sanderson a soda; Mr. Sanderson bought Mr. Hanley a soda. The librarian was a little angry about the matter.

Repeat aloud as much of the preceding narrative as you can remember.

3. The production of [ə] and [ʊ]

Read the following paragraphs aloud. Which words contain the sound [ə]? the sound [ʊ]?

Mr. Jones wrote to his brother, Robert: "Would you like to come to the country with us on Sunday? We have a good cook and I think you'll have a good time and good food. I'll meet you at the bus."

Robert was a shy man. He did not like to cause trouble for others, but he came.

The bus arrived at seven o'clock on Saturday evening. Mr. and Mrs. Jones had had supper but Robert had not even had time for lunch, but he was too shy to say so.

"I had a good supper before I took the bus," he said. "I'm not hungry at all."

He was so tired from the bus ride that he slept late on Sunday morning.

"Don't forget to give Robert a good breakfast," Mrs. Jones told the cook. But the cook forgot and Robert was too shy to ask her.

At nine o'clock they drove to the country house and arrived there at one o'clock.

"We aren't going to eat until four o'clock because we had such a large breakfast, "Mr. Jones told Robert. "Would you like to go swimming?"

"No, I don't think so, "Robert said. "In fact, I don't feel very good. I haven't felt good for several hours."

"Perhaps you'd better see a doctor," Mr. Jones said. "I insist that you go to see one."

"I don't want to cause trouble," Robert said, but they went.

The doctor could not discover the trouble.

"The symptoms you have are sometimes the result of the wrong food," the doctor said. "You'd better not eat much supper."

Robert was too weak to protest. The cook gave him some thin soup for supper.

He said goodbye to his brother at eight o'clock, and immediately ate two meals, one after the other, in a restaurant. While he ate, he wrote a note to thank his brother for the good time.

"I had fun," he wrote while he ate a second dessert. "You're lucky to have such a good cook. I shall never forget her meals."

Repeat aloud as much of the preceding narrative as you can remember.

4. Speed and rhythm drills

Read the following sentences with smooth sentence rhythm. Observe that the rhythm of

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the sentences in each group is similar.

a) 1. Whát is he eáting? A hám sándwich.
2. Whére is he góing? To sée Jóhn.
3. Who is he meeting? The two girls.
4. Whén is he cóming? At twó thírty.

b) 1. There's a lóng líne at the Státe Théater todáy.
2. We can meet John at séven thírty tomórrow.
3. It's a lóng wáy to Califórnia from hére.
4. It was tóo hót to pláy ténnis todáy.

c) 1. The instrúctor gave us an assígnment.
2. Our bréakfast wasn't a very lárge one.
3. The assígnment wasn't a very lóng one.
4. The magazíne isn't a very góod one.

d) 1. When he cáme I was tóo búsy to sée him.
2. Do you knów when the twó mén are cóming?
3. Did he ásk you when the bóy himsélf was góing?
4. When we ate, we made coffee enoúgh for áll of us.

5. Spelling

a) Spell the ING form of the following words.

run	eat	come	meet

In what circumstances is a final consonant doubled to make the ING form of a verb?[1]

b) Spell the ING form of the following words.

cry	lie	try	die

Form a rule for writing the ING form of words like the preceding ones.[2]

c) The instructor will dictate some of the following words. Spell them.

running	eating	letting	meeting
coming	getting	living	putting
cutting	keeping	writing	riding
wishing	dying	lying	sleeping
cooking	raining	trying	writing

d) Spell the past form of the following words.

stop	wave	apply	enjoy

Form a rule for writing the past form of such words as the preceding.[3]

---

[1]Note to the teacher: The final consonant is doubled in the spelling when preceded by a single stressed vowel letter, (e.g., RUN, RUNNING but EAT, EATING).

[2]Before adding ING to words like DIE the IE is changed to Y (e.g., DIE, DYING).

[3]The final consonant is doubled before adding ED under the same circumnstances as for ING, (e.g., STOP, STOPPED): Final Y is changed to I before adding ED unless preceded by a vowel letter, (APPLY, APPLIED, but ENJOY, ENJOYED).

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e) The instructor will dictate some of the following words. Spell them.

getting	trying	stopped	heard
stopping	bearing	waved	enjoyed
waving	enjoying	applied	carried
applying	studying	obeyed	studied
obeying		tried	cried

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LESSON XXXIII

PRONUNCIATION

1. Drill on the recognition of sounds
2. The production of [e] and [i]
3. The production of [o] and [u]
4. Drill on verb terminations
5. Drill on stress and intonation
6. Speed drill - Government and Politics

1. Drill on the recognition of sounds

The instructor will pronounce the words in the following columns in any order he chooses. Indicate by number the words he pronounces.

	a	b	c
1	bed	song	shoe
2	bad	son	chew
3	beds	songs	shoes
4	bet	sung	chews
5	bets	sons	juice
6	bits	sunk	Jews

Pronounce some of the words one column at a time. The instructor will indicate the word he hears.

2. The production of [e] and [i]

Read the following paragraphs with smooth sentence rhythm. Which words contain the sound [e]? the sound [i]?

This is the story of James who was always late because he was always sleepy during the day. He slept late in the morning. He was late for breakfast. He was late for classes. But he could never sleep in the evening. He always stayed awake until a late hour and read. During the day he was always sleepy. He used to sleep even in class.

"You shouldn't go to bed so late," his friends used to say.

"But I never feel sleepy at night," James always answered. "I only want to sleep during the day. I'd rather sleep than eat."

"You certainly need sleep," his friends agreed. "You even fall asleep during meals. Do you fall asleep while you're shaving?

"Frequently," James said.

His sleepiness didn't worry James especially, but he was worried about his examination.

"It's going to be an easy examination, probably," he confessed, "but I'm afraid that I am not going to stay awake. The effort of staying awake during the examination will probably put me to sleep."

On the day of the examination, James was very late. He had tried to go to sleep early on the evening before the examination, but he couldn't. He went to bed very late. During the examination he tried to stay awake, but he did not succeed. Half way through the ex-

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amination he fell into a deep sleep.

"He looks so peaceful," the teacher said. "I don't like to wake him, but his grade, I'm afraid, is an E. But he looks so peaceful."

Repeat aloud as much of the preceding narrative as you can remember.

3. The production of [o] and [u]

Read the following paragraphs with smooth sentence rhythm. Which words contain the sound [o]? the sound [u]?

"I have a son," Mrs. Jones told me; "he is eight years old, and I don't know what to do with him. When I send him to school, he never goes, but he thinks of a lot of terrible things to do instead. For example, I sent him to school today, but I found him behind the barn at noon. He was very sick. He had tried to smoke.

"Do you know what he had done during the morning? I gave him a bowl of soup and twenty-five cents and sent him to school at eight o'clock. He didn't want to go, of course, but I told him he could have some ice cream when he came home, if he went to school. He went away from home very slowly.

"As soon as he left home, he went to a drug store and bought two sodas and some candy. When he left the drug store, he ate his soup and lost the bowl. Then he began to throw stones through windows and finally broke one. The window was Mrs. Howes' window. She telephoned me to tell me about it. I went out to look for my son.

"Before I could find him, he had removed his shoes and walked in a lot of water and made holes in his stockings. Then he tried to smoke. I found him behind the barn. He had hurt his foot and lost one of his shoes and he was very sick. I took him home and put him to bed in his room.

"Now, what am I going to do with him? Perhaps you think that it's funny, but I assure you that I don't consider it to be a good joke."

Repeat aloud as much of the preceding narrative as possible.

4. Drill on verb terminations

a) Pronounce the third person singular form of the present tense of the following words:

a	b	c
touch	admit	live
change	avoid	call
arrange	last	copy
watch	profit	describe
criticize	waste	help
fix	affect	answer
raise	collect	believe
refuse	elect	control
publish	prevent	contain
arrange	subside	compare
brush	fit	improve
cash	suggest	lack

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cause	depend	laugh
decrease	interpret	prescribe
discuss	count	prefer
express	end	resemble
increase	expect	shave
miss	insist	smile
recognize	invite	stay

b) Pronounce the past form of the words in section (a)

5. Drill on stress and intonation

Read the following sentences with smooth sentence rhythm. Observe the stresses which have been indicated.

1. We ran out of bréad today.
2. They went óver the lesson in cláss.
3. They're going to look áfter the chíldren.
4. John doesn't get throúgh at six o'clóck.
5. I hópe you'll think it óver.
6. If you don't knów the word, look it úp in the díctionary.
7. The súit fitted so bádly that I had to take it báck.
8. How does he get alóng with the stúdents?
9. You'd better look oút for the cárs.
10. She ran ínto him in Detróit on Wédnesday.

6. Speed drill

Read the following paragraphs with smooth rhythm. Observe the stresses and pauses as indicated.

Government and Politics

The most significant élement/ in the governmental organizátion/ of the United Státes/ is its émphasis/ upon the division of pówer.// Eách of the three bránches of góvernment,/ exécutive,/ législative,/ and judícial,/ has enough pówer/ to prevent abúses of power/ on the part of the óther branches;/ but no óne branch/ is pówerful enough/ to succéed in abuses of its ówn.//

The details of this system/ of checks and bálances/ are famíliar to citizens of demócracies,/ and the fúnction/ of eách of the three branches of góvernment/ in checking and balancing the óthers/ is álso well-known.//

The exécutive branch/ (the président and his cábinet)/ can check the législative branch/ (Cóngress)/ by the power of the véto.// The législative branch/ can check the exécutive branch/ by voting óver the veto.// The judícial branch/ (the Supreme Cóurt)/ can check bóth branches of góvernment/ by decláring an act unconstitútional.//

For many Américans,/ the most interesting súbject/ connected with góvernment/ is pólitics,/ although pólitics/ does not compríse/ as absórbing a part/ of daily lífe in the United States/ as it dóes/ in many óther countries.// Móst Americans/ are excited about pólitics/ for about a mónth before an eléction,/ when spéeches by political cándidates/ monopolize the rádio programs,/ and political tópics/ are prominent súbjects/ of newspaper héadlines and editórials.//

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After the election, however,/ the excítement soon subsídes,/ and the attention of móst Americans/ turns to other subjects.// There are comparatively féw people/ in the United Státes/ (except those in governmental posítions)/ who maintain a víolent interest in políticS/between eléctions.// Even for national elections/ it is unúsual/for more than séventy percent of the voters/ to go to the pólls.//

People from óther countries/ are often surprísed/ to find such a comparative indíference/ to politics in the United Státes.// They are espécially surprised/ to find that college and university stúdents/ lack ínterest in politics./ and to find that in géneral,/ American wómen,/ who have had vóting privileges since 1919,/ neither know/ nor cáre very much about políticS.//

The two major political groups/ in the United Státes/ are the Repúblican Party/ (symbolized in newspaper cartoons by the élephant)/ and the Democratic Party/ (symbolized by the donkey).// Other less próminent parties/ (for exámple,/ the Sócialist Party, the American Lábor Party/ and the Prohibítion Party)/ álso have candidates at eléction time;/ but nó candidate/ of any mínor party/ has yet been elécted/ to a prominent óffice/ in the national góvernment.//

Generalizátions/ concerning the classes of péople,/ théories,/ and aíms/ which eách party represénts/ are difficult to máke.// For exámple,/ to say that the Repúblicans/ represent the búsiness man/ and the industrial Nórth/ while the Démocrats/ represent the fármer,/ the láborer,/ and the Sóuth,/ does not accóunt/ for the thóusands of Northern Démocrats/ and the Southern Repúblicans,/ or the Republican fármers.// In óther words,/ there is no définite list of characteríStics/ for eíther party.//

Eléction day/ in the United Státes/ is the first Túesday/ after the first Mónday in Novémber.// Sometime befóre this date/ (frequently in Júne or Julý)/ represéntatives of each párty/ meet to choose the party's cándidates.// These méetings/ are called National Convéntions.// In addítion to these national convéntions,/ prímary elections are held in sóme states/ in order to provide an opportúnity/ for the people of the státe/ to nominate cándidates.//

Memorize the first paragraph of this selection.

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LESSON XXXIV

PRONUNCIATION

1. Drill on the recognition of sounds
2. The production of [a]
3. Dictation Exercise
4. Speed drill - Music in the United States

1. Drill on the recognition of sounds

The instructor will pronounce the words in the following columns in any order he chooses. Indicate by number the words he pronounces.

	a	b	c	d
1	bring	jest	vest	they
2	brim	yes	best	den
3	brims	just	a van	day
4	brings	joke	a ban	then
5	rings	yoke	a fan	ten

Pronounce some of the words in the preceding columns, one column at a time. The instructor will indicate the words that he hears.

2. The production of [a]

Read the following paragraphs aloud. Which words contain the sound [a]?

Tom has a new job. He works at the hospital from eight o'clock until five o'clock. Last week he earned thirty dollars. It isn't a lot of money, but it's a lot for this job. His work consists of various things. Sometimes he copies records in the office. Sometimes he moves the cots in the wards. He always stops work at five o'clock sharp.

John's job isn't very good. He works at the hospital too, but he works outside all day. He has to help the gardener cut the grass. He also parks the cars of the visitors in the parking lot. This job is nice on a cool day, but it's hard on a hot day. Sometimes when all the cars are parked and the gardener isn't there, John can take a short nap in a nice cool spot.

When the boys got their first pay check Tom wanted to buy some new clothes. They walked several blocks to a sport shop and went in. Tom asked the clerk. "Does this shop stock spotted socks?" The clerk answered, "No sir, it does not, but it does stock a lot of sport socks." John and Tom looked at them and liked them very much. Together they bought a whole box of socks. They paid the clerk two dollars and went back to the hospital.

3. Dictation Exercise

Your teacher will dictate the following sentences at normal conversational speed.[1] Write them on a piece of paper.

1. Mary called up Ruth
2. "Please come over to see me this afternoon."
3. Ruth put on her new brown suit and left the house.

[1] Note to the teacher: This exercise is to give the students practice in hearing the second part of the two word expressions such as CALL UP, COME OVER, etc. Read the sentences at normal speed and without special emphasis on the two word expressions.

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4. She got on the bus at the corner.
5. When she arrived at Hill Street she got off.
6. Mary was making coffee when Ruth arrived.
7. "I'm sorry, but we ran out of sugar today," said Mary.
8. "I can get along without it," Ruth said.
9. Afterwards, the girls washed the dishes and put them away.
10. Mary and Ruth get along well with each other.

4. Speed drill

Read the following paragraphs with smooth rhythm. Observe the stresses and pauses as indicated.

Music in the United States

Like the histories of other arts/ in the United States,/ the history of músic/ is bríef.// It is nécessary/ to state agáin/ that the people of the éarly eras/ were práctical people,/ búsy with problems of survíval,/ and not recéptive to artistic actívity.// Even áfter the United Státes/ had aquíred a national góvernment/ and some degree of secúrity,/ it was éasier/ to use ready-made musical ímports/ than to create a nátive product.//

There was no important compóser/ in the United States/ before the nínetteenth céntury.// When tálented composers finally díd develop,/ they were unáble/ to get ádequate musical traíning/ in the United Státes;/ cónsequently,/ the fírst composers/ spent many yéars/ in the musical cénters of Europe,/ where they acquíred/ a natural admirátion/ for European techníque/ and European súbjects.// The music of these fírst composers,/ théreforе,/ was not characteristically Américan.//

Láter composers,/ for exámple,/ Edward McDówell,/ H.F. Gílbert,/ and C.W. Cádman,/ looked for nátive thémes/ in Índian music and negro spíritуals.// Many óthers/ have found inspiration in jázz.//

Since vísitors from other countries/ know more about jazz/ than about óther developments/ in the music of the United Státes,/ little will be said hére/ about this significant súbject,/ except to mention/ the outstanding contribútion of George Gérshwin,/ who has transférred the values of jázz/ to "sérious" music.//

Próminent fígures in musical hístory/ whose names are less famíliar to vísitors/ are Aaron Cópland,/ Deems Táylor,/ Roy Hárris,/ and William Schúman.//

Although many Américans/ enjóy imported operatic compósitions,/ and although radio broadcasts/ of ópera programs are pópular,/ ópera has never been a very successful fórm/ of native musical expréssion/ in the United Státes.// Gershwin's fólk-opera,/"Porgy and Béss," is an outstanding excéption.// In the field of líght opera,/ howéver,/there are many pópular compósers,/ for exámple,/ Victor Hérbert,/ Reginald De Kóven,/ Sigmund Rómberg,/ Jerome Kérn,/ and Irving Berlín.//

A few contémporary singers/ deserve special méntion.// Perhaps the most ínteresting/ are the negro singers,/ Marian Ánderson,/ Dorothy Máynor,/ Roland Háyes,/ and others.// The people of the United Státes/ are still impréssed by foreign námes,/ and many nátive musical ártists/ assume Européan names/ because of the popular impréssion/ that impórted musician are bést.//

Although the United Státes/ has not yet reáched musical matúrity,/ there have beén/ at least two important indicátions of grówth/ during the twentieth céntury:/ fírst,/ the

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development of/ and émphasis upon/ music education in the public schools;/ and, second,/ the rise of the symphony orchestra.//

During the past fifteen years/ American educators/ have recognized the need/ for an increased appreciation of fine music.// With the new leisure/ provided by industrializátion,/ there is opportunity/ for aesthetic actívity.// The schools/ are therefore attempting/ to encourage musically talented students/ to develop their talents.// Courses in vocal and instrumental music/ have become a significant part/ of the school curriculum;/ orchestras,/ bands,/ and choruses,/ supervised by trained teachers,/ are stimulate participation/ in musical activities.//

Moreover,/ music educátion/ is not confined to the talented.// Stúdents/ who lack the ability/ to partícipate in orchestras or chóruses/ are acquiring a táste for fine music/ through coúrses in music appreciátion.//

A second indication/ of increasing ínterest in músic/is the rise of the symphony órchestra,// Since 1842,/ when the Philharmonic Socíety of New Yórk was estáblished,/ the number of symphony órchestras/ has increáased to more than fífty.// These fífty/ include some of the fínest/ instrumental organizations in the wórld.// The orchestras of síx cíties,/ New Yórk,/ Philadélphia,/ Bóston,/ Chicágo,/ Minneápolis,/ and Cleveland,/ are especially prominent;/ but even comparatively small cities/ have ambítious and cápable symphony orchestras.//

There are three ways/ of listening to symphony órchestras/ in the United Státes:/ one can attend cóncerts/ in city auditóriums or on university cámpuses;/ one can lísten/ to the radio broadcasts of these cóncerts;/ or one can obtain recórdings/ of musical compositions/ played by the best symphony órchestras/ in the coúntry.// The tremendous íncrease/ in the sale of symphony récords/ during the past ten yéars/ indicates a rapidly growing appreciátion/ of fine music in the United Státes.//

Memorize the first paragraph of this selection.

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LESSON XXXV

PRONUNCIATION

1. The consonant combination [n-ð]
2. Drill on the pronunciation of cognate words
3. Dictation Exercise
4. Speed drill - Religion in the United States

1. The consonant combination [n-ð]

Pronounce the following phrase.

in the city

The consonant combination [n-ð] - in the - is extremely common in English. In this combination the [n] is pronounced with the tongue in the position for [ð]. The nasal passage opens for [n] and closes for [ð].

Practice the following sounds in rapid succession.

[n - ð - n - ð - n - ð - n - ð - n - ð]

Pronounce the following phrases.

in the house	It's in the house.
on the table	It's on the table.
in their room	It's in their room.
on their street	It's on their street.
on the desk	It's on the desk.
in the letter	It's in the letter.
in the book	It's in the book.
on the chair	It's on the chair.

Pronounce the following phrase.

the boy and the girl	[ðə bɔɪ ən ðə gərl]

Notice that the word and is pronounced [ən]. The combination [n-ð] - and the - is pronounced with the tongue in the same position. Only the nasal passage opens and closes.

Practice the following phrases

the boy and the girl
the man and the woman
the book and the pencil
the question and the answer

now and then
here and there

they came and they went
they walked and they talked

2. Drill on the pronunciation of cognate words

Pronounce the following cognate words.

circular	confusion	activity
superior	provision	vanity

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realize	decision	formality
organize	ambition	regularity
recognize	production	variety
comprehend	condition	convenient
ignore	future	sympathetic
consult	actual	numerous
protect	natural	religious

3. Dictation Exercise

Your teacher will dictate the following sentences at normal conversational speed.[1] Write them on a piece of paper.

1. The boys called up their girl friends.
2. They wanted to make dates for the week-end.
3. Robert and John asked Mary and Anna to go on a picnic.
4. James and David asked Ruth and Barbara to go to the movies.
5. All the boys get along well together.
6. They all like movies.
7. They all like picnics.
8. David has a car, and he invited them all to go to the movies on Friday night.
9. John also has a car, and he invited them all to go on a picnic Saturday afternoon.
10. They finally decided to go together to the movies and the picnic.

4. Speed drill

Read the following paragraphs with smooth rhythm. Observe the stresses and pauses as indicated.

Religion in the United States

Knówledge of a few fácts/ about the religious hístory/ of the United Státes/ is important for vísitors/ who want to understand the coúntry.// The United Státes/ is predominantly Prótestant/ because the earliest séttlers/ came from Éngland,/ a Prótestant country,/ and because for many generátions/ most of the immigrants/ came from óther Protestant countries/ in northern Eúrope,/ especially from Hólland,/ Gérmany,/ Scótland/ and Swéden.//

The fírst colonists/ came to this part of the New Wórld/ for relígious and económic reasons.// Mány of them were dissátisfied/ with their life in Éngland/ and they were espécially dissatisfied/ with the religious restríctions/ which would not let them wórship/ as they wíshed.// People who crossed the Atlántic/ for relígious reasons/ díd so/ because their religious belíefs/ were dífferent from thóse/ of the offícial state chúrch.//

Mémbers of one religious gróup/ usually lived togéther in the same cólony;// there were Púritans/ in Massachusetts Báy Colony,/ Báptists/ in Rhode Ísland,/ Quákers/ in Pennsylvánia,/ Roman Cátholics/ in Máryland,/ etc.//

Naturally,/ people whose religious belíef/ was strong enough/ to make them cross an ócean/ were so enthusiástic about that belíef/ that they wanted óther people to shàre it.// The sáme people/ who had objécted/ to religious dictátorships in Éngland/ tried to es-

[1]Note to the teacher: This exercise is to give the students practice in hearing the past forms of the verbs. Read at normal speed without special emphasis on the past forms.

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tablish new dictatorships/ of their own.// When conflicts/ about religious policies arose,/ dissenting groups/ separated from the main colony,/ moved away to a new location,/ and began another organization/ which sometimes became as intolerant/ as that against which it had protested.//

An important resúlt/ of the first polítical and relígious dictátorships,/ and of the reáction agaínst these dictatorships,/ was the separátion of the chúrch and the státe.// One of the státements/ in the Constitútion of the United Státes decláres, / "Cóngress shall make no láw/ respecting an estáblishment of relígion,/ or prohibiting the free éxercise thereof."// There has néver been/ a státe church in this coúntry;/ and when any relígion group is attácked,/ most óther religious groups insíst/ that the príncíple of religious freedom/ should be defénded.//

A conspicuous and important resúlt/ of religious freédom/ is the varíety of religious organizátions in the United Státes.// Ímmigrants/ who have come from áll parts of the wórld/ have bróught their religious beliefs wíth them;/ and still óther organizations/ have oríginated in this coúntry.// The latest cénsus figures/ report 256 religious sécts in the United Státes/ with a total of 55,000,000 mémbers/ (more than one-thírd/ of the populátion of the coúntry).//

The many denominations/ which cómprise Prótestantism in the United States/ are separate organizátions/ based on the beliefs of the mán/ that fóunded them.// Many present-day mémbers/ of Protestant denominátions/ do not agree/ with the fóunders of their denominátions/ regarding specific dóctrines,/ but the donominations continue to exíst/ under the same námes.// A few of the lárgest/ are Presbytérian,/ Báptist,/ Méthodist,/ Epíscopal,/ and Lútheran.//

Befóre the days of aútomobiles and móvies,/ the chúrch was the center of community lífe.// Párties,/ súppers,/ and "sócials"/ were pópular forms of community entertáinment.// Churches still próvide these,/ but their populárity/ has declined a great déal/ during an éra of more sophísticated entertainment.//

Practice the pronunciation of the following words.

Baptist	location	attack	conspicuous
belief	Lutheran	comprise	dissatisfied
census	Methodist	cross	dissenting
colonist	policy	decline	enthusiastic
colony	Presbyterian	defend	intolerant
conflict	principle	move away	official
denomination	Protestant	object to	religious
dictatorship	Puritan	originate	sophisticated
doctrine	Quaker	prohibit	specific
Episcopal	religion	protest	
era	Roman Catholic	separate from	
freedom	Scotland		
generation	sect		
Germany	Sweden		
Holland	variety		
immigrant			

Memorize the first paragraph of this selection.

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